EMPLOYERS' HANDBOOK

for Agriculture & Horticulture

Book

1

Personnel Planning & Regulations

Second Edition $10.00/Set

Employers' Handbook

The Employers' Handbook project was initiated and coordinated by the Ontario Agricultural Human Resource Committee (OAHRC). OAHRC was organized in 1994 by the public and private sector, through the Canada/Ontario Committee on Agricultural Employment. The Committee is chaired by the private sector and meets to discuss ways to address human resource issues.

This project will serve to strengthen your ability as owners, managers and supervisors of an agricultural or horticultural workplace, to effectively deal with increasing workforce management expectations that are being placed on you. These new expectations are largely due to changing business practices, to changing government regulations, and to the global marketplace.

Copies of the Employers' Handbook are available from OMAFRA (Ontario Ministry of Agriculture, Food and Rural Affairs)or HRCC (Human Resources Centre - Canada) field offices, or by contacting the OAHRC office:

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1) Managing People on Your Farm
2) Hiring the Right Person
3) How to discipline
4) Supervising People
5) Job Descriptions and Performance Reviews
6) Compensation

To order contact:

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Employers' Handbook for Owners, Managers and Supervisors in Agriculture and Horticulture

Book One

Personnel Planning & Regulations

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Printed in 1996 for use in Ontario through the contributions of:

Ontario Agricultural Human Resource Committee

Horticultural Human Resource Council
Ontario Region

Ontario
Ministry of Agriculture, Food and Rural Affairs

OATI
Ontario Agricultural Training Institute

Agriculture and Agri-Food Canada

Human Resources Development Canada

Acknowledgements

Ontario Agricultural Human Resource Committee

- Landscape Ontario Horticultural Trades Association
- Ontario Agricultural Commodity Council
- Ontario Farm Women's Network
- Ontario Farmers With Disabilities
- Ontario Flue-Cured Tobacco Growers' Marketing Board
- Ontario Fruit And Vegetable Growers' Association
- Ontario Milk Marketing Board
- Ontario Pork Producers Marketing Board
- Ontario Poultry Council
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- Christian Farmers Federation of Ontario
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- Agriculture and Agri-Food Canada
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food & Rural Affairs
- Ontario Ministry of Labour

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- Flowers Canada (Ontario)
- Landscape Ontario Horticultural Trades Association
- Nursery Sod Growers Association of Ontario
- Ontario Fruit & Vegetable Growers Association
- Ontario Mushroom Growers
- Ontario Specialty Crop Producers
- Worker Representatives
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food and Rural Affairs
- Ontario Agricultural Training Institute
- University of Guelph

We extend appreciation to the Ministry of Agriculture, Fisheries, Food and Rural Affairs of British Columbia, for allowing us to use their Farm Employers' Handbook. It was a guide from which we developed a similar resource for use in Ontario.

We acknowledge the input from Gayle Bogart, Archie Heaslip and Tom Nesbitt, and the assistance of other field staff of the Agricultural Employment Services.

We appreciate the resource development experience and written input provided by Brenda Watson of the Ontario Agricultural Training Institute and Bev Rawn of the Ontario Ministry of Agriculture, Food and Rural Affairs.

We also appreciate the help given by the following farmers, managers and human resource practitioners who reviewed and offered input to the first draft of this handbook:

Cam Edgar
Margaret E. Hunsberger
Murray Porteous
David Ward
Shirley Doey
Jack Streef
Larry Van Acker
Rose Hammill
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Associate Editor: Rob Witherspoon

Book One – Personnel Planning & Regulations

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Introduction

The Employers' Handbook is written as a guide to owners, managers and supervisors in agricultural and horticultural operations. This handbook will help you:

- To recruit better employees
- To supervise, motivate and train your employees to reach desired performance
- To discipline and dismiss employees should that be required.

Use this handbook to help you achieve sound human resource management practices which can result in increased productivity, reduced staff turnover, and satisfied employees and managers.

This handbook is divided into five books. You should familiarize yourself with the contents of each book and place the books where they can be easily found. Make sure you refer to them when you need specific information.

Book One

Personnel Planning and Regulations *is book one.* It describes the personnel planning process, a process which helps you decide how many and what type of employees you require. The book also advises on regulations of which an employer needs to be aware.

REMEMBER
A TV icon, like the one you see in the left margin, tells you that information in the text is supported by extra information in the video series developed by CFBMC (Canadian Farm Business Management Council). A brief description of what to expect in the video will be given in the left margin under the TV icon. Directions to order your videos are found on the inside front cover.

Deciding to Become an Employer

An agriculture labour specialist from Michigan State University tells the following story:

A manager wears many hats, as is portrayed in the video "HIRING" in the labour management series.

> Some years ago I met a 45-year-old man who was the owner-operator of a large, very successful farm in California. When I asked him about his success, he told me this story.
>
> "The farm was not making an adequate return so I expanded. I borrowed more money and hired more labour but it didn't seem to help much. It just gave me more to do and more to worry about. A tightness in the chest sent me to a doctor who said I was a prime candidate for a heart attack, that I must slow down, lower the stress level. I went back to the books, considered alternatives, but nothing looked promising.
>
> Then one night when I couldn't sleep, I lay there pondering the problems and a thought hit me: I am not a producer, I am an employer of people and those people produce the product. I am wearing the wrong hat. The next morning I got up and went out and actually purchased a new hat, then went to the library and checked out books on personnel management, business organization and business relations.
>
> That was five years ago. Now, the farm is making big profits and I have very few problems. On the contrary, my employees are a real source of enjoyment. Of course, I haven't thrown out my producer hat. I just wear it a lot less often and my health has returned, not because of more sleep but because of low distress and good sleep."

Hiring without careful planning can lead to a disappointment.

Deciding to become an employer requires careful consideration. Being a successful manager of farm labour may require changing how you operate on a day-to-day basis.

The creation of a new position must benefit both you and your employee. If the employee's needs are not met, you will suffer high turnover and training costs.

Many businesses operate with a labour force which has been readily accessible. Many owners do not consciously decide to become employers. They see themselves as business people first, employers second. As demands upon their time overwhelm them, they hire additional labour.

In analyzing the need to hire a new employee, you must take into account both economic and non-economic benefits.

Economic Benefits

Economic benefits:

- increased operational efficiency
- more of your time for marketing, pricing and financial activities
- increased likelihood of completing tasks on time
- more efficient use of capital and overhead
- increased production for profit
- more opportunities for growth

Non-Economic Benefits

Non-economic benefits:

- reduced stress and pressure
- increased flexibility of time for leisure, health, family activities, etc.
- safer work environment often created by trained skilled workers.

Questions to Ask Yourself

Your objectives in hiring should be carefully thought out and written down so you can refer to them when you evaluate results.

Some questions you should ask yourself before hiring are:

a) What type of help do I need?
  - a short-term employee to perform specific projects such as yard cleanup, a construction project, stone picking or similar tasks.
  - a part-time employee to perform specific tasks on a regular basis, for example, someone who does morning feeding only.
  - a full-time seasonal employee to perform specific or a wide range of duties throughout the production season.
  - a permanent employee to perform a wide range of duties on a year-round basis.

b) Do I have sufficient cash flow to maintain the type of employee I need?

c) Will the job keep the interest of a highly motivated employee?

d) What is the payback associated with the addition of hired labour?

e) Do I have sufficient people skills and patience to train, supervise and evaluate an employee?

f) What type of employee is best suited to the job?

The Personnel Planning Process

Effective personnel management creates a work environment where workers can fulfill their needs while meeting the objectives of the firm.

Planning provides a basis for seeking out employees who have the skills and personal characteristics that best meet the needs of your business. Whether you already have employees or whether you have just made the decision to hire an employee, careful and detailed planning is needed. The planning process should result in the employment of the correct number of staff, with the necessary talents and skills, doing the appropriate job, performing the right activity and above all working as a team towards the achievement of objectives.

By taking personnel planning seriously and giving the process the time and effort it requires, you will reduce problems that can arise if the most effective employee isn't hired. Not having the most effective person or team employed can have high costs. These costs include accidents and injuries, costly repairs, lost time, high employee turnover, lower yields and a variety of other problems which any manager would rather not have to handle.

The personnel planning process has three steps.

1. Assess your current situation:
    - your goals
    - yourself
    - your labour needs
    - your current workforce
    - your working environment and labour practices.
2. Decide if your labour needs and workforce match.
3. Decide if new employees are needed and proceed with the hiring process.

Personnel Planning Process

- ☐ Assess Current Situation
    - ☐ Goals
    - ☐ Yourself
    - ☐ Labour Needs
    - ☐ Workforce
    - ☐ Working Environment
- ☐ Is There a Match?
- ☐ Are New Employees Needed?

Step 1: Assess Your Current Situation

Personnel Planning Process

- ☑ Assess Current Situation
  - ☑ Goals
  - ☑ Yourself
  - ☐ Labour Needs
  - ☐ Workforce
  - ☐ Working Environment
- ☐ Is There a Match?
- ☐ Are New Employees Needed?

Assess goals

Know where you want your farm or horticultural operation to go. What is your vision for your business; one year, five years, or ten years from now. Do you plan to expand, improve, change or stay the same?

The more specific you are about your goals, the more accurately you can determine your personnel needs. For example, "I want to increase my dairy herd to 65 cows" will offer much more guidance than "I want my herd to grow."

Write down your specific goals and a time when you want to achieve them. For more information on objectives and goals, refer to the first section in Book Two, "Hiring", in the *Employers' Handbook*.

Assess yourself

Self-analysis isn't easy and often isn't accurate, but it is an important start. What are your personal characteristics? What experience and supervisory skills do you have? What are your attitudes toward employees? How are you going to accommodate cultural and gender diversity within your workforce?

Having an employer and employee who are compatible is essential, but it is unlikely to happen by chance. Start by asking yourself the following questions. You may wish to have your spouse or another person involved in the review.

1. What are my strengths and weaknesses?
2. Am I a good teacher?
3. How am I going to develop and train staff?
4. Do I have patience to work with people with no farm background or little farm experience?
5. Am I a good listener?
6. Do I trust my employees?
7. Do I have biases which could get in the way of developing a good relationship with my employees? (e.g. tobacco, alcohol, politics, breed of livestock, race, religion)

8. Am I a perfectionist?

9. Do the current employees respect and like me?

10. Do I tend to be a pessimist or an optimist?

11. Do I delegate well?

Think about your answers to the above questions and imagine the effect they may have on a person who works for you.

Personnel Planning Process

- ☑ Assess Current Situation
  - ☑ Goals
  - ☑ Yourself
  - ☑ Labour Needs
  - ☐ Workforce
  - ☐ Working Environment
- ☐ Is There a Match?
- ☐ Are New Employees Needed?

Assess your labour needs

How much labour do you need and when? How much do you need during various seasons?

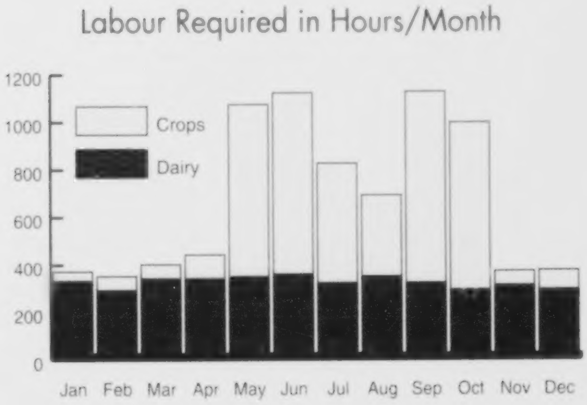
Use the Labour Estimate Worksheet on the opposite page as a guide to determining your personnel needs. You'll end up with a statement of the kind and amount of work to be done.

The first two sections of the worksheet (Task Analysis, page 7) help you analyze the types of tasks that need to be done, when they need to be done and how long they take.

The third section gives you a total of your farm or business requirements. Be sure to include time for management.

The fourth section (Employee Schedule, page 8) helps you determine how many employees you need and what they need to be. Your own business records will be useful in completing a labour estimate worksheet. Remember, work conditions and worker skill level will affect your labour needs.

It is helpful to prepare a workload graph similar to the one illustrated at right.



Labour Estimate Worksheet

Task Analysis – Crop (nursery, landscape maintenance contracts, greenhouse, vegetables, tobacco, etc.)

SECTION 1	Type of Work & When	Length of Time	Total Hours	People Required

Task Analysis – Animal (dairy, swine, poultry, mink, etc.)

SECTION 2	Type of Work & When	Length of Time	Total Hours	People Required

Total Farm or Business Requirements

SECTION 3	Type of Work & When	Total Hours Per Year	Total Hours Per Week	Who Does It	No. of Hours Per Week Per Person

Employee Schedule / Hourly Analysis

Employee	# of Normal Weekly Hrs.	# of Normal Daily Hrs.	# of Weekly Hrs. Including Overtime	# of Daily Hrs. Including Overtime	# of Possible Overtime Weeks

Personnel Planning Process

- ☑ Assess Current Situation
  - ☑ Goals
  - ☑ Yourself
  - ☑ Labour Needs
  - ☑ Workforce
  - ☐ Working Environment
- ☐ Is There a Match?
- ☐ Are New Employees Needed?

Assess your current workforce

As you take this inventory of your current workforce, include yourself and any family members who are actively involved in the business. First, describe the job each of these people do. To help you with this, an abbreviated job description form is shown on the opposite page.

For more assistance in doing this, refer to the section on "Job Description" in Book 2 of the Employers' Handbook.

Secondly, think about your individual employees and assess their past experience and performance as well as their personalities, needs and desires.

JOB DESCRIPTION

JOB TITLE: ____

SUMMARY JOB DESCRIPTION: ________________________________

____

____

KEY TASKS AND RESPONSIBILITIES: ____________________________

REPORTS TO: ____

SUPERVISORY RESPONSIBILITIES: _____________________________

QUALIFICATIONS AND SKILL REQUIREMENTS: _______________________

EXPERIENCE: ____

TRAINING: ____

SALARY RANGE: __________________ WORK HOURS: __________________

BENEFITS: ____

Personnel Planning Process

- ☑ Assess Current Situation
  - ☑ Goals
  - ☑ Yourself
  - ☑ Labour Needs
  - ☑ Workforce
  - ☑ Working Environment
- ☐ Is There a Match?
- ☐ Are New Employees Needed?

Assess your working environment

To attract good employees, your working environment needs to be attractive to the worker; it needs to be a place where your prospective employees might want to work. Efforts need to be taken to create an environment where employees are appreciated and recognized.

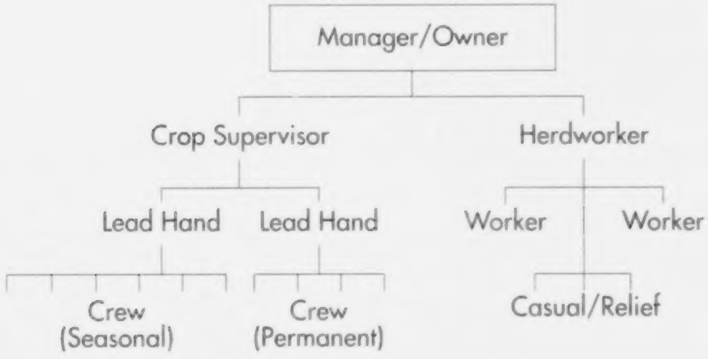
Think about your organizational structure. Who is the boss? Who reports to whom? What can each employee decide on his or her own? These questions are especially important in a family operation. Having to report to two bosses is very difficult. It is one of the major reasons employees leave.

Organizational structure must be dealt with. No two farms or horticultural operations are organized alike because managers, employees, families and the work involved vary from one business to another.

Keys to effective organizing include:

- proper planning of the organization,
- clear relationships among the people in the organization,
- delegation of authority,
- clear limits to delegation,
- authority accompanied with responsibility
- and a structure that is not too complex or too simple.

Organizational structure can often be easily understood if it is charted. An example of an organizational chart follows.


Manager/Owner
Crop Supervisor
Herdworker
Lead Hand
Lead Hand
Worker
Worker
Crew (Seasonal)
Crew (Permanent)
Casual/Relief

How many of these advantages can you offer?

☐ competitive wages
☐ flexible work schedule
☐ opportunity for training
☐ an appealing incentive program
☐ a good work environment
☐ good people to work with
☐ good equipment in safe condition
☐ future potential - chance for growth and responsibility

The more items you were able to check, the greater your chances of attracting good employees. Look at the features you didn't check. How many of these could you incorporate into your workplace?

Step 2:

Decide If Your Labour Needs and Workforce Match

Now that you've taken a look at your skills, your labour requirements, your current workforce and your work environment, you can see if your needs and your current workforce match. Look again at the labour requirements you outlined and at the abilities and skills of your current employees. There are a variety of findings your assessment might produce.

Possible Findings

1. You have a good match. Your current employees have the skills and desire to do all the jobs your operation requires.
2. You have the right number of good employees but some changes in the jobs they do would work better.
3. You have too many employees or the wrong employee for the job you need done.
4. You don't have enough employees to do the work that needs to be done.

If your assessment shows finding #1, your employees will continue in the present jobs.

If your assessment shows finding #2, spend some time assessing your employees and developing new job descriptions that would match your needs and their talents.

If your assessment shows finding #3, consider if an employee could be retrained. Or, you might consider expanding your operation to make use of valued employees. If neither of those options works, the dismissal of an employee may be necessary. This might be the outcome of a major change in your business where you no longer require an employee's particular skills, or it may be the result of previous unsatisfactory employee performance. Read the section on "Dismissal and Termination" in Book 5 of the *Employers' Handbook* before dismissing an employee.

If your assessment shows finding #4, proceed with the next step in the personnel planning process.

Personnel Planning Process

- ☑ Assess Current Situation
  - ☑ Goals
  - ☑ Yourself
  - ☑ Labour Needs
  - ☑ Workforce
  - ☑ Working Environment
- ☑ Is There a Match?
- ☐ Are New Employees Needed?

Step 3: Decide if New Employees are Needed and Proceed with Hiring

Before you hire a new employee, you will want to assess the job that you need done and think carefully about the qualifications an employee would require to do the job. The key is to hire employees who fit the job description in the essential areas.

How to hire an employee is discussed in detail in Book 2 of the *Employers' Handbook*.

Personnel Planning Process

- ☑ Assess Current Situation
  - ☑ Goals
  - ☑ Yourself
  - ☑ Labour Needs
  - ☑ Workforce
  - ☑ Working Environment
- ☑ Is There a Match?
- ☑ Are New Employees Needed?

For a glimpse of how personnel planning is approached by a sister and brother team, watch the video on "HIRING" in the labour management series.

A CASE EXAMPLE

> James Brown is a 39-year-old dairy farmer. He is married to Nancy and has two children, Robert 16 years old and Shannon 12 years old. James enjoys good health and has to this point been able to run his operation with his wife, one full-time employee, one part-time milker and seasonal labour. His son does some work on the farm during the summer and occasionally on weekends.
>
> James is looking to expand his operation by purchasing a 40-cow dairy operation about two kilometres away. The purchase would include land, buildings, cows and quota. James realizes that the expanded operation would be too big for him to run with his current staff and must decide what his labour requirements will be should the purchase go through.

Here's how James Brown could use the Personnel Planning Process.

Step 1: Assess Current Situation

Goals

One of James' goals is to expand his current herd of 90 purebred Holsteins with 15 dry cows and calves. He knows his farm buildings and equipment are in good repair. Another of his goals is to continue to make his farm a well kept and run operation. With his 80 hectares (200 acres) in crop (hay and corn), he aims at harvesting three cuts of hay in a good season and a crop of corn silage.

The farm he is looking to purchase is a 40-cow herd with only four dry cows and calves. There are 24 hectares (60 acres) of land, the farm buildings are in need of repair and the equipment is fair. If he were to purchase this farm, he would move the operation to his present location.

Self Assessment

As James thinks about his strengths and weaknesses, he sees himself as being a competent and caring employer but realizes that he may lack assertiveness. He thinks he would be a good teacher but also can see that his tendency to be a perfectionist may make him impatient with an inexperienced employee. At times in the past, he has tried to delegate jobs but has often ended up doing them himself because he thinks he can do them better. He knows he's a good listener and certainly understands the need to treat an employee well.

Labour Needs and Workforce

As James considers the implications of expanding his operation, **he asks himself some questions:**

- Will my current staff be adequate or will I have to hire more people?
- If I hire more staff, what jobs will I assign to them?
- Will I need to re-assign some duties to my current staff?
- How will this change affect my family?
- Should I bring my son into the operation?
- Is he interested in taking a more responsible role in the operation?

Next, James refers to Book 2 of the Employer's Handbook to learn more about writing a job description. James can also obtain help from OMAFRA and HRCC or an employers network. James is also encouraged to make use of a Labour Estimate Worksheet.

James starts by analyzing his current labour needs and current workforce.

1. Jeff Anderson, the one full-time employee, does one milking a day, 5 days per week. The rest of the time he does general farm work including feeding. He gets two days off per week, and works long days during haylage and corn silage harvest time without any time off. This is usually for 8 to 10 days.

2. James' wife, Nancy, does one milking a day 5 days per week. James has a part-time milker, Ken Norton, who comes in to do milking 2 days per week. Nancy would like to quit doing the one milking per day should they decide to expand the operation.

3. James himself looks after all the management duties and all of the herd health-care duties as well as assisting Jeff with some of the general farm work. He does the field preparation and planting for the corn crop. He also does all of the hay and silage cutting.

Extras: During the hay season, James hires 5 casual employees to help bring in the hay.

Using his current situation, James completed the Labour Estimate Worksheet. His figures are shown in Illustration 1.

Illustration 1

Task Analysis – Crop Currently 200 Acres Hay & Corn

	Type of Work & When	Length of Time	Total Hours	People Required
SECTION 1	Haylage June	8 days; 10 hrs/day	160	(2) James & Jeff
	Hay 8,000 Bales June/July/ Aug	3 days; 10 hrs/day 2 times per year	60	(1) James
	Hay 8,000 Bales June/July/Aug	3 days; 6 hrs/day 2 times per year	180	(5) Casual employees
	Field Preparation April/Early May	4 days; 10 hrs/day	40	(1) James
	Corn Planting May	4 days; 10 hrs/day	40	(1) James
	Corn Silage Sept/Oct	8 days; 10 hrs/day	160	(2) James & Jeff

Task Analysis – Animal Currently 90 cow herd

	Type of Work & When	Length of Time	Total Hours	People Required
SECTION 2	Milking 2X/day 3 hrs/shift	6 hrs/day X 365 days	2190	(3) Jeff - 1 shift Nancy - 1 shift Ken - 2 days/wk
	Herd Care Daily	2 hrs/day X 365 days	730	(1) James
	General - Feeding manure removal Daily	7 hrs/day X 365 days	2555	(2) James - 3 hr/day Jeff - 4 hrs/day
	Farm Management	4 hrs/day X 6 days/wk	1248	(1) James

The Personnel Planning Process *(continued)*

Total Farm or Business Requirements Currently 200 acres 90 cow herd

	Type of Work & When	Total Hours Per Year	Total Hours Per Week	Who Does It	No. of Hours Per Week Per Person
SECTION 3	Milking Daily	2190	42	Jeff Nancy Ken	15 15 12
	Herd Care Daily	730	14	James	14
	General Daily	2555	49	James Jeff	21 28
	Management Daily	1248	24	James	24
	Haylage June	160	140	James Jeff	70 70
	Field Preparation End April/Early May	40	40	James	40
	Corn Planting May	40	40	James	40
	Haying June/July/Aug.	240	120	James 5 Casuals	30 90
	Corn Silage October	160	140	James Jeff	70 70

Employee Schedule / Hourly Analysis Currently

	Employee	# of Normal Weekly Hrs.	# of Normal Daily Hrs.	# of Weekly Hrs. Including Overtime	# of Daily Hrs. Including Overtime	# of Possible Overtime Weeks
SECTION 4	James	59	8.5	129	18.5	5
	Nancy	15	3	-	-	-
	Jeff	43	8.5	113	16	2
	Ken	12	6	-	-	-
	5 Casuals	180	6	-	-	-

After analyzing and graphing his current situation, James was surprised to see how many hours per week and per day he actually spends working on his farm. It is very clear to James that should he expand his operation, he will need to make significant staff changes. Next, he takes a look at his working environment.

Working Environment

As James thought about the advantages he could offer employees, he came up with the following list:

- good wages and benefits and possibly an incentive program (giving a calf to his employee)
- one day in seven and every second weekend off
- housing with the usual perks
- good work environment – his buildings and equipment are in good working condition
- willingness to listen and consult with his employee
- opportunities to include a good employee in any future growth plans

Step 2: Decide If Your Labour Needs and Workforce Match

Having done a labour needs and workforce assessment, James sees that, if he purchases the new place, he will need to make major staff changes. He discusses possible changes with his family and staff.

After considerable discussion, it was decided that James would expand his operation by purchasing the dairy farm down the road.

The staff changes would be as follows:

1. James would continue to be the manager as well as do some of the general farm duties. He would continue to do the field preparation, corn planting, haying and silage work.
2. Jeff agreed to take on the extra responsibility of herd care and most of the general farm duties. He would also help James to bring in the silage but would no longer milk the cows.
3. A new full-time milker would be hired. That person would be responsible for milking both shifts 5 days per week. Nancy agreed to milk 2 shifts one day per week.
4. Robert, although he is still in school, agreed to take on the responsibility of milking 2 shifts one day per week, and take on some of the general farm duties during silage and haying.

Extras: James would continue to hire five casual employees from his local community to bring in the hay.

Illustration 2
(expanded operation with staff changes)

Using the Labour Estimate Worksheet once again, James came up with the following figures as shown in Illustration 2.

Task Analysis – Crops Expanded Operation 260 Acres Hay and Corn

	Type of Work & When	Length of Time	Total Hours	People Required
SECTION 1	Haylage June	12 days: 10 hrs/day	240	(2) James & Jeff
	Hay 10,000 Bales June/July/Aug	4 days: 10 hrs/day 2 times per year	80	(1) James
	Hay 10,000 Bales June/July/Aug employees	4 days: 6 hrs/day 2 times per year	240	(5) Casual
	Field Preparation April, early May	6 days: 10 hrs/day	60	(1) James
	Corn Planting May	6 days: 10 hrs/day	60	(1) James
	Corn Silage	12 days: 10 hrs/day	240	(2) James & Jeff

Task Analysis – Animals Expanded Operation 120 Cow Herd

	Type of Work & When	Length of Time	Total Hours	People Required
SECTION 2	Milking 2X/day	8 hrs/day X 365 days 2-4 hrs/shift/day	2920	(3) milker - 5 day/wk Nancy - 1 day/wk Robert - 1 day/wk
	Herd Care Daily	3 hrs/day X 365 days	1095	(1) Jeff
	General - Feeding Daily	7 hrs/day X 365 days	2555	(3) James, Robert, Jeff
	Farm Management Daily	4 hrs/day X 6 days/wk	1248	(1) James

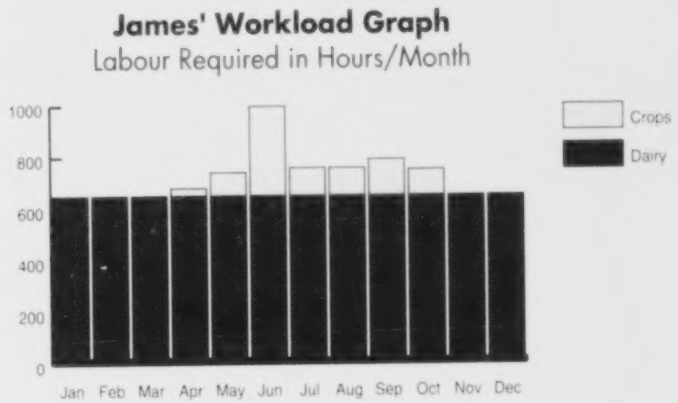
Total Farm or Business Requirements Expanded Operation

Type of Work & When	Total Hours Per Year	Total Hours Per Week	Who Does It	No. of Hours Per Week Per Person
Milking Daily	2920	56	milker Nancy Ken	40 8 8
Herd Care Daily	1095	21	Jeff	21
General Daily	2555	49	James Jeff(& Robert?)	21 28
Management Daily	1248	24	James	24
Haylage June	240	140	James Jeff	70 70
Field Preparation End April/Early May	60	60	James	60
Corn Planting May	60	60	James	60
Haying June/July/Aug.	320	160	James 5 Casuals	40 120
Corn Silage October	240	140	James Jeff	70 70

Employee Schedule / Hourly Analysis Expanded Operation

Employee	# of Normal Weekly Hrs.	# of Normal Daily Hrs.	# of Weekly Hrs. Including Overtime	# of Daily Hrs. Including Overtime	# of Possible Overtime Weeks
James	45	8.5	69	12	5
Nancy	8	8	-	-	-
Jeff	49	10	63	12	3
Milker	40	8	-	-	-
5 Casuals	240	6	-	-	-
Robert	(milking) 8 (summer) 40	8 8	- -	- -	- -

Next, James uses a workload graph to help him see how he should plan his seasonal workloads.


James' Workload Graph
Labour Required in Hours/Month

Step 3: Decide if New Employees are Needed and Proceed with Hiring

James decides that he needs one full-time employee to make expansion of his dairy herd feasible. He is confident he has or can develop the skills to be a good personnel manager. (The first ones he'll work on are assertiveness and delegation skills.) He feels that his labour environment is such that he should be able to attract a good employee. He proceeds with the hiring process.

To see the different approaches to assessing labour needs, watch the video on "HIRING" in the labour management series.

Complying With Regulations

As an employer, you are required to comply with certain regulations including mandatory payroll deductions, Workers' Compensation, and employment standards. Many of these standards have been put in place for the benefit of employees. Being covered by such regulations goes a long way to meeting their basic maintenance and security needs. In the long run, such regulations benefit both the employee and the employer.

Many computerized accounting packages are designed to automatically calculate and record employer/employee deductions.

Regulations Checklist

Employers need to comply with the following:

- ☐ Mandatory Payroll Deductions
  - ☐ Income Tax
  - ☐ Canada Pension Plan
  - ☐ Unemployment Insurance
- ☐ Workers' Compensation
- ☐ Employer Health Tax
- ☐ Safety Guidelines
- ☐ Legislated Employment Standards
  - ☐ Annual Vacation and Holiday Pay
  - ☐ Minimum Wage/Room and Board
  - ☐ Public Holidays
  - ☐ Payment of Wages
  - ☐ Maternity Leave
  - ☐ Termination of Employment
  - ☐ Parental Leave
- ☐ Human Rights Legislation
- ☐ Pay Equity Act
- ☐ Landlord Tenant Act
- ☐ Record of Employment

Payroll Deductions

For full details on what, when and how much to deduct, contact your nearest Revenue Canada Taxation Office. You will be required to fill in and return a Revenue Canada Employer Registration Form. Also request a current Employer Payroll Package.The form, Employer Guide for Source Deductions, Revenue Canada T4001(E), gives full details.

Under most circumstances, you will make the following three payroll deductions (figures are subject to change):

1. Income Tax

Ask your employee to fill in a TD1 form. Depending on how much the employee estimates he or she will earn during the year, you will be required to deduct income tax from the paycheque and submit to Revenue Canada.

2. Canada Pension Plan (CPP)

You are expected to deduct the employee's CPP contribution. These contributions begin once the employee has earned $250.00 and worked 25 days (days do not have to be consecutive). As the employer, you are also required to pay an employer contribution equal to the amount of the employee contribution. You will **not** deduct CPP contributions under the following circumstances:

- the employee is under 18 years of age
- the employee is over 70 years or has opted out of the Canada Pension Plan

3. Unemployment Insurance

Deductions for unemployment insurance must be made if and when an employee has worked 15 hours or earned $150.00 per week (This is effective Jan 1/96. Changes to UI are being proposed). At that time, you are required to go back to day one of the employment period and make deductions for that period as well. It is therefore recommended that you deduct unemployment insurance premiums for every individual you employ, regardless of the amount that may be earned. As the employer, you will be required to pay contributions 1.4 times the value of the employee's premiums.

For full details and up-to-date information on deductions, contact your nearest Revenue Canada taxation office for a copy of the Employer's Guide to Payroll Deductions - Basic Information. It will be listed in the blue pages of your telephone directory.

Workers' Compensation

Any farm or horticultural business owner who employs full-time, part-time or seasonal workers is required to register and pay assessments to the Workers' Compensation Board (WCB).

You are required to report and register with the Board within 10 days of first hiring employees. To register an operation, you should contact the nearest Workers' Compensation Board office by telephone or in writing. The amount you must pay WCB is based on:

- the rate group you fit into
- your total assessable payroll amount

The Workers' Compensation system in Ontario provides two-way protection.

1. **For the worker,** the system seeks to improve job health and safety. It also helps to soften the financial consequences of an occupational injury or disease.
2. **For the employer,** it considerably reduces the threat of a lawsuit. It also provides a mechanism for sharing the costs of injuries and disease.

People who own and operate their own businesses:

- sole proprietors or partners are not required by law to have wc coverage for themselves, although it is available.
- Coverage may also be obtained for spouses, of sole proprietors or partners, who do not receive a stated wage which appears on the wage record and payroll statement.

If you hire independent operators:

- WCB has an organizational tool to determine their "independent operator status".

If an accident happens, you should:

- carefully record and investigate all the details of what happened
- complete the accident report (form 7) within 3 calendar days
- submit form 7 to WCB within 7 working days

For full details and up-to-date information on Workers' Compensation, contact the Workers' Compensation Board office closest to you. It is listed in the blue pages of your telephone directory. You can also receive help from the Office of the Employer Advisor at 1-800-387-0774.

Employer Health Tax

This tax must be paid by all employers and is based on the total calendar year gross payroll. For an annual payroll of up to $200,000, the rate is $.98/$100 of wage. For those who pay more than $400,000 annually, the rate is $1.95/$100 of wage. There are increases in this rate for all wage totals between these two amounts.

For casual workers paid in cash, employers must remit premiums based on total yearly wage payments. The Ontario Ministry of Revenue provides tax tables and additional information.

For full details and up-to-date information on the Employer Health Tax, contact the Ministry of Revenue, Employer Health Tax, P.O. Box 627 33 King Street West, Oshawa Ontario, L1H 8H5 or phone 1-800-263-7965.

Payroll Contributions

Item	**Employee Contribution**	**Employer Contribution**	**When Submitted**
Income Tax	Calculated from Payroll Deduction Tables (refer to Revenue Canada T4001 (E)	–	Monthly
Canada Pension Plan	Calculated from Payroll Deduction Tables	Amount equal to employee contribution	Monthly
Unemployment	Calculated from Payroll Deduction Tables	1.4 x employee contribution	Monthly
Workers' Compensation	–	Varies by type of operation	Quarterly or annually depending on size of payroll
Employer Health Tax	–	Varies between 0.98% and 1.95%, submitted quarterly or monthly, depending on gross payroll amount.	

Safety Guidelines

The Farm Safety Association (FSA) is available on request to help employers deal with safety related issues before and after accidents occur. This association is funded by the employers' contribution to the Workers' Compensation Board. Field staff are available to conduct safety assessments and employee training free of charge to members.

FSA Summary of Services

- Health and Safety Audit (including WCB Workwell program)
- Support to Develop a Safety Program for a particular operation.
- On-site training for employees and staff at your request
- Seminars for owners, managers and supervisors regarding:
    - Accident Investigation
    - Workplace inspection
    - Health and Safety Management
    - Supervisor Training
    - Workplace Hazardous Materials Information System (WHIMS)
    - Joint Health and Safety Committee
    - General safety topics to suit operational needs
- Health and Safety literature, films and videos
- Topical factsheets
- Accident statistics
- Health and Safety Guidelines for Greenhouses, Mushroom, Poultry, Tobacco and Dairy sectors.
- General Health and Safety Guidelines for Agriculture
- Agricultural Health and Safety Programs for Children
- Volunteer Health and Safety Associations

Farm Safety Association Inc.
340 Woodlawn Rd. W.
Guelph, Ontario N1H 7K6
1-800-361-8855
Phone (519) 823-5600 Fax (519) 823-8880

Legislated Employment Standards

The Employment Standards Act requires employers and employees to meet minimum standards of employment. Several groups of agricultural employees are exempt from parts of the Act. Standards are established for the following:

- **Hours of work:** sets maximum allowable hours of work per day or per week.
- **Vacation pay:** after 12 months of employment, employees are entitled to two weeks vacation with pay – vacation pay must be at least 4% of the total wages for the year for which the vacation is given.
- **Minimum wage:** spells out hourly minimum wage rates and how piece rates should be set in relation to the minimum wage.
- **Public holidays:** names the 8 public holidays (New Year's Day, Christmas Day, etc.) and specifies when employees are entitled to them.
- **Overtime pay:** stipulates that at least time and one-half the regular wage rate must be paid after 44 hours per week.
- **Pregnancy and parental leave:** allows for unpaid leaves for mothers and new parents to care for newborn or newly adopted children. Employees entitled to these leaves cannot be fired or laid off because he or she is so entitled, has applied for or taken such leave.
- **Termination of employment:** specifies when written notice of termination is required and how much notice is required and provisions for pay in lieu of notice.
- **Parental leave:** circumstances are defined.
- **Severance pay:** employee entitlements, after 5 or more years of employment, on termination where an employer's annual payroll is in excess of $2.5 million or if 50 or more employees are terminated in a six month period.
- **Record keeping:** covers the type and duration for keeping payroll information.
- **Equal pay for equal work:** provides for equal treatment and wages for men and women doing the same job.
- **Business sale:** covers employee time of service and responsibilities of the seller regarding "Notice of Termination".
- **Collection of wages:** employers can be ordered to pay wages due to employees.

Ask the Ministry of Labour office for their factsheet on Employment Standards specific to agriculture.

Agricultural and Horticultural coverage:

Farm workers employed on a farm to produce eggs, milk, grain, seeds, fruit and vegetables, maple products, honey, tobacco, pigs, cattle, sheep or poultry **are exempt** from the parts of the Act dealing with:

- Minimum wage
- Overtime pay
- Vacation pay
- Public holiday pay and
- Hours of work.

Workers employed in the harvesting of fruit, vegetables and tobacco, are entitled to minimum wage. Once they have worked for 13 weeks, they are also entitled to vacation pay and public holiday pay **for all of their harvest work.**

Harvest employees can be paid on a piece work basis as long as the rate is set at such a level that the average worker under average crop conditions can earn at least the minimum wage. Harvest workers under the age of 18 can be paid on a piecework basis however the employer must ensure that the worker makes at least the minimum wage.

Another exemption relates to workers employed in the following areas:

- Landscape gardening
- Mushroom growing
- The growing, transporting and laying of sod
- The growing of flowers, trees or shrubs for the retail or wholesale trade
- The boarding or breeding of horses
- The keeping of fur-bearing animals as defined in the Fur Farms Act.

These workers are entitled to minimum wages and vacation pay for all of their work. Overtime pay, public holiday pay, and limitations on hours of work provisions do not apply.

For full details and up-to-date information on Employment Standards, contact the Ontario Ministry of Labour, Employment Practices Branch. Check the blue pages of your telephone directory for recorded messages on specific topics or an inquiry number for your area.

Human Rights

As you go through the process of hiring an employee, you need to keep in mind some of the provisions of the Ontario Human Rights Code.

Section 4 of the Code states the following:

> That every person has the right to equal treatment with respect to employment without discrimination because of:

- race,
- place of origin
- sexual orientation
- record of offenses
- family status
- ethnic origin
- creed (religion)
- ancestry
- colour
- age
- marital status
- handicap
- citizenship
- sex

Employers should keep in mind that what really matters is the actual impact of their employment systems and personnel policies. While employers may not intend to discriminate, traditionally used selection procedures may tend to exclude individuals from certain groups. Employers should ask themselves the following questions:

1. Might the answer to a particular question be used to exclude certain groups? e.g. height and weight requirements tend to screen out more women and some minorities.
2. Is the information asked for really necessary to assess the applicant's ability to perform the job? e.g. birthplace

Questions which are directly related to an applicant's ability to perform essential duties of a job are appropriate. For example, the ability to lift *x* pounds or the ability to meet driving requirements.

For further information on human rights, contact the Ontario Human Rights Commission nearest you. It will be listed in the blue pages of your telephone directory under Government of Ontario.

Pay Equity Act

Pay Equity requires that employers pay men and women the same for work that is different but of equal value. The object is to reduce the wage gap – the difference between earnings of men and women.

The Pay Equity Act covers all full-time or part-time employees in all Ontario firms with "more than 10 employees". These employers must compare jobs in their firm that are classified as male or female jobs to determine if there are any underpaid female job classes.

A male job is one that has men in 70% of the positions, or in the past has usually been done by men.

A female job is one that has at least 60% of the positions filled by women, or in the past has usually been done by women. Jobs are compared by required skill, effort, responsibility as well as working conditions.

A female job class that is equal (or comparable) to a male job class must be paid the same rate. This law does not require that everyone in the job class gets the top rate of pay for the job. Also, equity raises can be spread out over several years so long as it follows the pay equity plan as defined in this legislation. **Under this legislation employers can never reduce wages to reach pay equity.**

Additional information, copies of the legislation, and schedules can be obtained from the Pay Equity Commission Offices. For full details and up-to-date information contact your nearest Pay Equity Commission Office. It will be listed in the blue pages of your telephone directory in the Government of Ontario section.

Landlord Tenant Act

This legislation governs landlord and tenant responsibilities with respect to rented residential properties. This act applies to farm and business operators who have employees renting homes unless the premises are as defined in section 547, which states

> "... premises situated on a farm where the occupation of the premise is conditional upon the occupant continuing to be employed on the farm".

Legal advice should be sought as to whether any particular accommodation falls within this definition when developing terms of employment.

It also defines how much notification must be given to tenants before they are legally expected to vacate the premises.

For full details and up-to-date information, contact your nearest Ministry of Housing, Rent Control Programs Branch. It will be listed in the blue pages of your telephone directory in the Government of Ontario section.

Keeping Records

Accurate employment records are a valuable aid to managers in making decisions about labour. Records show what labour was used, when and what it cost. Managers can refer to records in their personnel planning process.

Payroll Records

Good payroll management is vital to the establishment and maintenance of a good working relationship with your employees. Employees value a payroll statement which accurately accounts for all hours worked, is on time and reports the mandatory deductions of Unemployment Insurance, Canada Pension and Income Tax.

From a manager's point of view, there are several reasons to maintain accurate payroll records. The Employment Standards Act requires that employees receive such a statement showing gross and net wages and the amount of all deductions.

- To determine with accuracy the amounts owed and previously paid to employees each pay period.
- To determine the proper amount that must be withheld from the earnings of each employee.
- To meet government labour regulations e.g. minimum wage, holiday pay etc., and retention of records for up to 5 years.
- To meet Revenue Canada requirements.
- To settle potential disputes.

To decide if your payroll records are adequate, ask yourself the following questions:

- Is the information I am keeping vital?
- What will occur if I don't have the information?
- Is the information used?
- Is the information accurate?
- What is the cost (dollars and time) to maintain my system?

If you have a computer, using it to manage your payroll could save you considerable time. Whether you use a computer or do your payroll by hand, you need to produce a statement for your employee(s) that shows the earnings and the deductions.

A sample of an Employee Earnings Statement follows on page 32.

Employee Earnings Statement

(Full-time and Seasonal Employees)

Name ______________________________ Social Insurance No. __________

Address ______________________________ Net Claim code __________

Pay Period ______________________________

	Rate/Particulars	Amount
Basic Pay (Regular Hours)		
+ Overtime Hours		
+ Bonus, Incentive Pay		
+ Housing, Room and Board		
+ Other Taxable Benefits		
+ Vacation Pay		
+ __________		
= **Gross Earnings**		
– C.P.P.		
– Unemployment Insurance		
– Income Tax		
– Housing, Room and Board		
– Pay Advance		
– Other Deductions		
= **Net Pay**		

Record of Days Not Worked

Sick Days Taken ______________________________

Vacation Days Taken ______________________________

Work Days Off ______________________________

You will also want to have a record for your own files for each employee. The following form could be used.

EMPLOYEE EARNINGS AND DEDUCTIONS RECORDS

Employee Name	Social Insurance Number	Date Started
Address	Telephone Number	Date Left

				Employee Deductions		Employee Deductions					Employer's Contribution		
Month or Pay Period	Hours	Rate	Gross Wages	C.P.P. (A)	U.I.C. (B)	Income Tax (C)	Room & Board	Advance	Other Deductions	Net Wages	C.P.P. (D)	U.I.C. (E)	Total Remittance (A + B + C + D + E)
Totals													

T-4 Information

Total Earnings Before Deductions	C.C.P.	U.I.C.	Income Tax	U.I. Insurable Earnings	Date Issued

Record of Employment (day, month, year)

First Day Worked ____________________

Last Day Worked ____________________

Date Issued ____________________

Employer ____________________

ABC Farms Ltd. - Employee Summary

NOTE: Here is a sample from a computer accounting package which generates employee statements. The example record is for a seasonal employee on an Ontario farm.

Employee Name ______________ SIN _________ Birthdate ___________

Tax Table	Ontario
Pay Periods	52/year
WCB Rate	4.73%
Insurable	Yes
UI Factor	1.4
Vacation	0%
Retained	No

Regular	6.70/hr
Overtime	10.05/hr
Bonus	0.00/prd
Additional Tax	0.00/prd

Regular		3,227.75
Overtime		158.29
Bonus		204.02
Salary		0.00
Benefits		0.00
Vacation Paid		0.00
Gross		3,590.06
Advances Paid	0.00	
Vacation Owed	0.00	
UI Ins. Earnings	3,392.40	
UI		104.15
CPP		66.97
Tax		0.00
Pension		0.00
Union		0.00
Medical		0.00
Misc. 1		0.00
Misc. 2		0.00
Withheld		171.12
Net Pay		3,418.94

Personnel Files

Keep a personnel file to each of your employees and include the following:

- Job description
- Application form
- Interview report
- Reference check results
- Letter of offer with terms and conditions of employment
- Salary: starting and increases
- Tax exemptions and deductions
- Performance evaluations
- Grievances
- Disciplinary actions
- Dismissal notice
- Letter of resignation
- Exit interview report
- Other confidential information
- Record of employment (for unemployment insurance claims)
- Record of education and training (certificates, independent study, etc.)

> No information should be stored within this employee file that you are not comfortable sharing with your employee.

In addition to the above records, reserve a section of your filing system for the following general documents related to personnel management:

- Job descriptions
- Orientation handout
- Policies and Procedures – may be in manual or handbook form
- Perspectives and values of the organization
- Copies of the books in this series *Employers' Handbook*

Record of Employment

The Record of Employment (ROE) is a form each employer must complete for every employee who stops working in insurable employment. HRDC uses these records to decide who qualifies for future benefits, what rate and how long. The ROE must be issued to employees within 5 calendar days of an employee's interruption of earnings or the day you become aware of the interrruption, whichever is later.

> Forms and furhter information can be obtained from you local CEC or HRCC offices.

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Employers' Handbook
for
Owners, Managers and Supervisors in Agriculture and Horticulture

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EMPLOYERS' HANDBOOK

for Agriculture & Horticulture

Book

2

Hiring

Second Edition $10.00/Set

Employers' Handbook

The Employers' Handbook project was initiated and coordinated by the Ontario Agricultural Human Resource Committee (OAHRC). OAHRC was organized in 1994 by the public and private sector, through the Canada/Ontario Committee on Agricultural Employment. The Committee is chaired by the private sector and meets to discuss ways to address human resource issues.

This project will serve to strengthen your ability as owners, managers and supervisors of an agricultural or horticultural workplace, to effectively deal with increasing workforce management expectations that are being placed on you. These new expectations are largely due to changing business practices, to changing government regulations, and to the global marketplace.

Copies of the Employers' Handbook are available from OMAFRA (Ontario Ministry of Agriculture, Food and Rural Affairs)or HRCC (Human Resources Centre - Canada) field offices, or by contacting the OAHRC office:

320 Green Rd.
Caledonia, Ontario
N3W 1X3

Ph: (905) 765-0441
Fax: (905) 765-9090

A TV picture, like the one you see in the left margin, tells you that the topic you are reading is also covered in a video. These videos were prepared by the Canadian Farm Business Management Council (CFBMC). The 6 titles are:

1) Managing People on Your Farm
2) Hiring the Right Person
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Employers' Handbook for Owners, Managers and Supervisors in Agriculture and Horticulture

Book Two

Hiring

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Printed in 1996 for use in Ontario through the contributions of:

Ontario Agricultural
Human Resource
Committee

Horticultural Human
Resource Council

Ontario Region

Agriculture and
Agri-Food Canada

Ontario

Ministry of Agriculture,
Food and Rural Affairs

OATI

Ontario Agricultural Training Institute

Human Resources
Development Canada

Acknowledgements

Ontario Agricultural Human Resource Committee

- Landscape Ontario Horticultural Trades Association
- Ontario Agricultural Commodity Council
- Ontario Farm Women's Network
- Ontario Farmers With Disabilities
- Ontario Flue-Cured Tobacco Growers' Marketing Board
- Ontario Fruit And Vegetable Growers' Association
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- Agriculture and Agri-Food Canada
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food & Rural Affairs
- Ontario Ministry of Labour

Ontario Horticultural Human Resource Council

- Flowers Canada (Ontario)
- Landscape Ontario Horticultural Trades Association
- Nursery Sod Growers Association of Ontario
- Ontario Fruit & Vegetable Growers Association
- Ontario Mushroom Growers
- Ontario Specialty Crop Producers
- Worker Representatives
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food and Rural Affairs
- Ontario Agricultural Training Institute
- University of Guelph

We extend appreciation to the Ministry of Agriculture, Fisheries, Food and Rural Affairs of British Columbia, for allowing us to use their Farm Employers' Handbook. It was a guide from which we developed a similar resource for use in Ontario.

We acknowledge the input from Gayle Bogart, Archie Heaslip and Tom Nesbitt, and the assistance of other field staff of the Agricultural Employment Services.

We appreciate the resource development experience and written input provided by Brenda Watson of the Ontario Agricultural Training Institute and Bev Rawn of the Ontario Ministry of Agriculture, Food and Rural Affairs.

We also appreciate the help given by the following farmers, managers and human resource practitioners who reviewed and offered input to the first draft of this handbook:

Cam Edgar
Margaret E. Hunsberger
Murray Porteous
David Ward
Shirley Doey
Jack Streef
Larry Van Acker
Rose Hammill
Brian Kennedy

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2nd Edition Revisions by:	Ken McEwan, RCAT Bev Rawn, OMAFRA Ralph Luimes, OAHRC
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Managing Editor:	Ralph Luimes
Associate Editor:	Rob Witherspoon

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Introduction

The Employers' Handbook is written as a guide to owners, managers and supervisors in agricultural and horticultural operations. This handbook will help you:

- To recruit better employees
- To supervise, motivate and train your employees to reach desired performance
- To discipline and dismiss employees should that be required.

Use this handbook to help you achieve sound human resource management practices which can result in increased productivity, reduced staff turnover, and satisfied employees and managers.

This handbook is divided into five books. You should familiarize yourself with the contents of each book and place the books where they can be easily found. Make sure you refer to them when you need specific information.

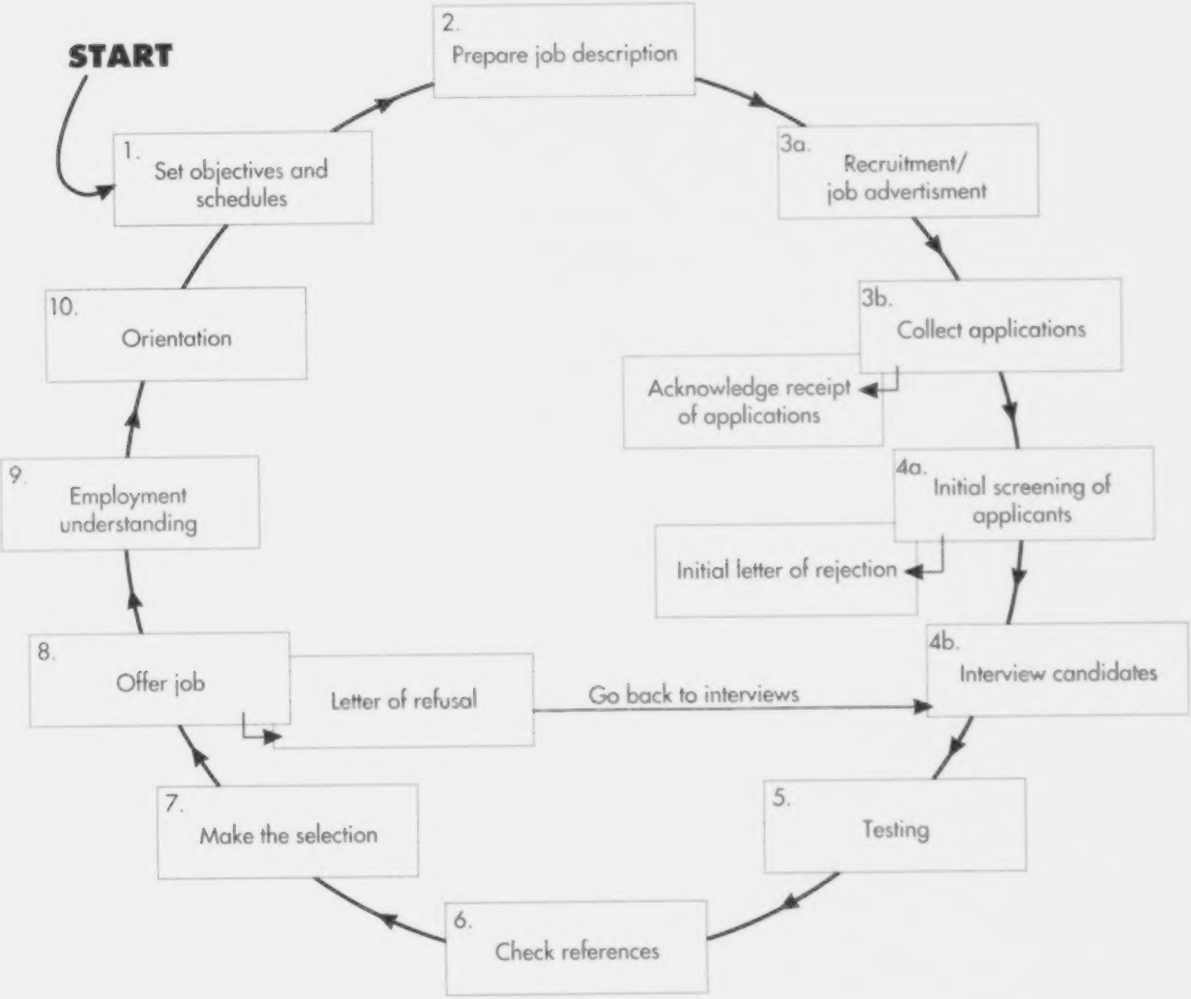
Book Two

Hiring *is book two.* It outlines the process to follow when hiring an employee. There are 10 steps in the hiring process. The following flow chart illustrates the steps in the hiring process along with several critical communication activities associated with these steps.

REMEMBER

A TV icon, like the one you see in the left margin, tells you that information in the text is supported by extra information in the video series developed by CFBMC (Canadian Farm Business Management Council). A brief description of the what to expect in the video will be given in the left margin under the TV icon. Directions to order your videos are found on the inside front cover.

10 Step Hiring Process


START
1. Set objectives and schedules
2. Prepare job description
3a. Recruitment/ job advertisment
3b. Collect applications
Acknowledge receipt of applications
4a. Initial screening of applicants
Initial letter of rejection
4b. Interview candidates
5. Testing
6. Check references
7. Make the selection
8. Offer job
Letter of refusal
Go back to interviews
9. Employment understanding
10. Orientation

Objectives

The Hiring Process

☑ Know Your Objectives
☐ Job Description
☐ Recruitment
☐ Interviewing
☐ Testing
☐ Checking References
☐ Making the Selection
☐ Offering the Job
☐ Employment Understanding
☐ Orientation

The 10 steps in the Hiring Process are listed in the box at the left. The first step in hiring a new employee is to have well-defined goals and objectives.

Knowing your goals will help you decide how many and which kind of employees you need. By knowing your goals, you can share them with your employees so that you all work toward the same end.

Goals

Your business goals should reflect your own goals, values, attitudes and personality. These four factors to a large extent define who you are.

Goals are objects or events in the future you will work to achieve. For example, goals could include a close family, financial security, a successful operation, respect in the community, etc.

Values are the foundation of your character. We develop a strong sense of what is right or wrong, good or bad, early in life and these basic ways of viewing the world stay with us throughout our life. Examples of values include being honest, being decent to others, being active in the community, etc.

Attitudes are the feelings and beliefs we have toward specific people, objects or events. "I like the John Deere tractor because of its reliability", " I like my work", and "I enjoy Mexican food" are all examples of attitudes.

Personality describes your characteristic styles of thinking, feeling and acting in different situations. For example, one is shy or outgoing, open or closed-minded, a risk-taker or risk-avoider.

It's important that your business goals are in line with your other goals, values and attitudes or you will become dissatisfied.

Goals are sometimes called visions or missions. The more specific your goals, the more likely you are to achieve them.

As you formulate a statement about your goals, think about the following questions:

- Who are we?
- What do we do?
- Whom do we serve?
- How do we serve?

Mission Statement

From these goals often a mission statement can be developed. Here's an example of a mission statement for Mason's Berry Farm.

> Mason's Berry Farm grows strawberries, blueberries and raspberries for wholesale to major supermarket chains across Ontario. Careful cultivation of the newest and most succulent berry strains distinguishes Mason's Berry Farm as one of the leading farms in the Leamington area for berry quality and harvest quantity. A streamlined organization and a comprehensive employee program for pickers ensure optimum freshness and rapid transportation to population centres.

A brother and sister farm management team soon discover the importance of defining their goals when they set out to hire an employee. The process they follow is shown in the video on "HIRING" in the labour management series.

Why Goals Are Important

- **Goals help to motivate job performance.** When goals are clear, specific and set within a time frame for completion, they are useful for directing your use of time, money and energy.
- **Goals challenge.** Working toward a well-defined goal challenges people to use their skills and abilities. The goals must not be too simple or individuals won't be challenged. Nor can they be too difficult or people will become discouraged.
- **Goals can be communicated to others.** By sharing the vision, managers allow their employees to share in the excitement of reaching the goals. A clear and mutually understood set of expectations will assist all to reach their goals.
- **Goals allow small jobs to be seen in the context of the whole.** Consider this old story: Two stonecutters were asked what they were doing. The first said, "I'm cutting this stone into blocks." The second replied, "I'm one of a team that's building a cathedral."

Setting Goals

Once you determine your goals, apply the following steps:

- Set a deadline to achieve the goal.
- Specify the tasks and duties involved.
- List obstacles to overcome.
- Identify the people, groups and organizations needed to accomplish the goal.
- Write down a list of the benefits.
- Decide how you'll measure the results.

The following is an example of a goal-setting worksheet.

Goal	How to Measure	Time Frame
Good sow productivity	22 pigs per sow	Will achieve this average over next calendar year
Spend more time with family	Have one family night per week	For next 6 months, starting immediately
To ensure farm safety, have well maintained equipment	Do a maintenance check every 3 months	Next 12 months

A Goal-Setting Checklist

Here's a simple checklist that covers the key issues in goal setting that can ensure that goals are attainable:

- Did everyone get a chance to speak about the goals?
- Has there been ample time to reflect on the goals?
- Are the goals realistic?
- Do the goals allow for future expansion?
- Are the goals consistent with your mission statement?

Goals are dreams with a deadline.

- Will everyone in your business commit to the goals?
- Is there a plan to monitor progress toward reaching the goals?
- Do the goals allow for emergencies and the unexpected?

The key to goal achievement lies in your willingness to constantly review and update your goals as circumstances change. Apply the SMAC test to each goal:

S Specific
M Measurable
A Achievable
C Consistent with your values

For example, a goal to remodel your dairy barn within the next five years does not pass the SMAC test because such a goal is too vague. Here's a revised version:

> To add 10 cows to the dairy herd three years from now, we need to save $30,000 out of each of the next three years' profits.

While setting challenging goals is critical to performance, research shows that goal setting without review and feedback is ineffective.

Labour Goals

Examples of Labour Goals

- ☐ Low staff turnover
- ☐ High productivity
- ☐ Safe work environment
- ☐ Careful equipment and livestock handling
- ☐ Develop staff capabilities
- ☐ Provide good jobs for employees

Written goals are the blueprint for successful labour relations. Once goals are written down, they can then be translated into detailed day-to-day activities. This makes it much easier to tell them to others and to get the job done.

Examples of labour goals are given to you in the chart in the left margin. Goals will vary greatly from operation to operation and may be different for different workers.

When setting labour goals, it is wise to think about how you will measure results and when you expect to see them.

Job Description

The Hiring Process

☑ Know Your Objectives
☑ Job Description
☐ Recruitment
☐ Interviewing
☐ Testing
☐ Checking References
☐ Making the Selection
☐ Offering the Job
☐ Employment Understanding
☐ Orientation

Purpose and Use

A well prepared, written job description is a very important tool in many aspects of effective personnel management starting with recruitment. It provides both you and the prospective employee with a working statement of the specific duties required.

A job description is used in numerous personnel decisions and can prevent many headaches. Some uses of a job description are listed below.

- Preparing a help wanted ad
- Screening applicants
- Selecting the best applicant
- Orientating the new employee
- Developing performance standards if not part of the job description
- Training
- Conducting a performance appraisal for employee
- Recognizing a job well done
- Taking corrective action
- Creating a mutual understanding between employer and employee
- Dismissing an employee
- Defending, if a dismissal is challenged.

How to Prepare a Job Description

If there are no job descriptions for any of the positions in your operation, start by writing your own job description by answering the following questions:

1. What is your job title? ____________________
2. Who is your immediate supervisor? ____________________
3. How would you summarize your job in one sentence? ____________________
4. List your three principle duties:
    a) ____________________
    b) ____________________
    c) ____________________
5. List three minor functions:
    a) ____________________
    b) ____________________
    c) ____________________
6. What wages and benefits do you receive? ____________________
7. What are your work hours and vacation times? ____________________
8. What qualifications do you have for the job?

    Experience: ____________________

    Skills: ____________________
    Training: ____________________
    Personal Qualities: ____________________
    Other: ____________________

The next step is to develop job descriptions for the others working in the business. You may have to gather information about the tasks actually done or about the tasks that will be required in a new position. Here are some tips on how to proceed.

- Interview an employee who already does the job.
- Prepare a questionnaire in which you ask the employee specific questions about his or her duties.
- Observe the employee on the job to determine the specific duties performed.
- Ask the employee to record every task performed in a typical day or week.
- Use your business organizational chart as the basis for writing the job description.
- Keep the job description as brief as possible.
- Make the job sound interesting. For example, "is responsible for livestock nutrition" sounds more interesting than "feed livestock." Make sure your job description correctly describes the job.
- Make the description specific but avoid making it too restrictive. For example, "is responsible for the grain harvest" encompasses more than "operate combine" and is also more appealing and motivating.
- Use active verbs in the job description.
- Make sure after writing your job description that there is a match between what you write and what the employee earns and actually ends up doing.

A Job Description Should Include

Job descriptions take many forms and yours should be designed to reflect your business and your needs. An effective job description contains the following items.

- The job title
- A job summary - a brief statement of the major responsibilities of the person with this job.
- Job qualifications - training and work experience necessary to do this job. Make sure that the requirements are essential to perform the tasks and do not go against any human rights.
- Scope of duties - a list of the major activities the person will perform.
- Relationships - to whom is the employee responsible; who is responsible to the employee; and what authority does the employee have.
- Performance standards - performance standards may be put in a job description or kept as a separate document depending on the situation. If the job is technical and performance standards can be easily measured, it may be best to include them. (Example: be able pick a minimum of 10 pounds of berries an hour.) However, if the job includes many responsibilities, some of which require you to check work, then leave them out.
- Wages and work hours
- Safety responsibilities (particularly if filling a supervisory role)

Sample Job Description

The following is a sample job description written for the position of herd manager on a dairy farm.

On page 12, we've provided a blank job description form for your use.

JOB DESCRIPTION

JOB TITLE: Dairy Herd Manager

SUMMARY DESCRIPTION: Responsible for overall management of the dairy herd including milking, herd health and breeding. Supervises employees and plans feeding program in co-operation with farm owner.

TASKS AND RESPONSIBILITIES: Overall dairy herd management including milking, herd health, breeding, and raising of replacements. Plan and implement feeding program in consultation with farm owner. Supervise other dairy employees responsible for milking and feeding.

MINOR FUNCTIONS: Assist with field work and/or machinery maintenance as time permits.

SUPERVISED BY: Farm owner

SUPERVISE: 3 or 4 other employees who milk and otherwise care for dairy herd

REPORT TO: Farm owner

ASSIST WITH OTHER JOBS: Field work - as time permits during peak periods of planting and harvesting

QUALIFICATIONS:

SKILL REQUIREMENTS: Able to work with modern milking equipment and automated feeding system. Keep herd health and breeding records up-to-date. Ability to train milking staff.

EXPERIENCE: At least three years experience managing a dairy herd.

TRAINING: At least two-year diploma from Agricultural or Technical School with major in animal production or a related field.

PERSONAL CHARACTERISTICS: Good interpersonal skills

PHYSICAL REQUIREMENTS:

QUANTITY AND QUALITY REQUIREMENTS:

SALARY RANGE: MINIMUM: $xxx.00/week **MAXIMUM:** $xxx.00/week

WORK HOURS: 5:00 a.m. to 6:00 p.m. **AVERAGE HOURS/WEEK:** xx

DAYS OFF PER WEEK: 1.5

OVERTIME: **NEVER**____ **SELDOM**__X__ **OFTEN**_____

OTHER BENEFITS: House in very good condition.Two weeks paid vacation after one year.

WORK ENVIRONMENT: Modern 200-cow freestall operation with 500 acres of field crops.

SAFETY RESPONSIBILITIES:

HAZARDS:

JOB DESCRIPTION

JOB TITLE: ______________________________

SUMMARY DESCRIPTION: ______________________________

____

____

TASKS AND RESPONSIBILITIES: ______________________________

____

____

MINOR FUNCTIONS: ______________________________

SUPERVISED BY: ______________________________

SUPERVISORY RESPONSIBILITIES: ______________________________

REPORT TO: ______________________________

ASSIST WITH OTHER JOBS: ______________________________

QUALIFICATIONS: ______________________________

SKILL REQUIREMENTS: ______________________________

____

EXPERIENCE: ______________________________

TRAINING: ______________________________

PERSONAL CHARACTERISTICS: ______________________________

PHYSICAL REQUIREMENTS: ______________________________

QUANTITY AND QUALITY REQUIREMENTS: ______________________________

SALARY RANGE: MINIMUM: __________ MAXIMUM: __________

WORK HOURS: ______________ AVERAGE HOURS/WEEK: __________

DAYS OFF PER WEEK: __________

OVERTIME: NEVER____ SELDOM_____ OFTEN_____

OTHER BENEFITS: ______________________________

WORK ENVIRONMENT: ______________________________

Recruitment

The Hiring Process

- ☑ Know Your Objectives
- ☑ Job Description
- ☑ Recruitment
- ☐ Interviewing
- ☐ Testing
- ☐ Checking References
- ☐ Making the Selection
- ☐ Offering the Job
- ☐ Employment Understanding
- ☐ Orientation

A good recruitment program starts on the belief that there are suitable people available.

Employees are available to fill most employment situations. **Recruitment is the key to finding them.** Good employer-employee relations is the key to keeping them.

Sources of Labour

The following is a list of possible sources of labour for Ontario operations.

- Lists available from Canada Employment Centres (CEC/HRCC) and private firms
- Women or men with related experience in non-farm jobs
- High school graduates with a similar background to your business
- Graduates from agricultural colleges or related programs
- Graduates from a Faculty of Agriculture or Horticulture at a university
- Retired persons in good health
- Disabled persons when the disability does not interfere with job performance
- Men or women from other farms or horticultural operations

Determining the most appropriate recruitment sources depends upon the time available and the type of position you need to fill.

Where and How to Recruit

SOURCE	ADVANTAGES	CONSIDERATIONS
HRCC's or Private Employment Agencies	You save time by only contacting the few top candidates recommended.	Provide them as much prior notice as possible Have past recruitment activity record available. National computer information
Recommendations from current employees	Current employees understand your needs and have a stake in whom you hire.	Maintain a professional manner to avoid possible friction with the employee who made the recommendation.
Advertisements in local newspapers	You spend relatively little money, reach a large audience, and get results quickly.	Write a *specific* ad to prevent too many unsuitable candidates from applying.
College /university placement offices	You reach the type of employee you want for positions that require formal training.	Coordinate your search with the college year to find students before they take other positions.
Job announcements on bulletin boards	You can target a specific area such as local schools to find seasonal help.	Make your job announcement specific and easy to read.
Neighbours	They know you. They may know of people who are looking for employment.	Be specific about the type of employee and qualifications you require.
Personal contact with good employees in your area	You can see how they work before you hire them.	Determine what advantages your business could offer them. Consider how this may affect your relationship with other neighbours and the situation in which you place the potential employee.

Developing a Job Ad

Most of the recruiting methods require you to write some kind of job ad. To write an ad, refer to the job description you have written for the position. If possible, start the advertising process long before you need your new employee.

It is important to place your ad in the right place. For example, if you are advertising a management position, use farm magazines, larger newspapers or college placement offices. If you are advertising a less senior position, use local papers, and bulletin boards in high schools, community centres, agricultural businesses and service centres.

An effective ad will inform, promote and screen.

- **Inform:** The ad should include a job title, brief description of the major responsibilities, wages, hours and how the applicant contacts you. Instead of asking for a resume, ask that anyone interested come to your site and complete an application.
- **Promote:** The ad should attract those who are qualified. Put something in the ad to spark the interest of qualified people. Include the benefits you offer. Possibilities include housing, bonus programs, company values, opportunities for advancement, etc. If you offer it and are proud of it, put it in the ad.
- **Screen:** Include qualifications, experience, physical requirements, and specific job requirements. This information will screen out applicants who lack sufficient background for the position yet should not be so inflexible as to turn away candidates with good potential.

Look at the following three ads for the same job, and decide which one you would want to apply for.

Wanted: Hired worker. Phone 000-000-0000

Wanted: Person for general farm work, full-time, on a beef and crop farm. Requires two years farm experience or equivalent and/or two years ag education beyond high school. Good wage and benefit package. Call 000-000-0000

Oak Bluff Farms has an opening for a person to assist the owner/operator in management and production of beef and crops. The position offers considerable variety and opportunity for growth. At least two years farm experience or equivalent and/or ag education beyond high school required. Pay and benefit package based on applicant's experience and training. Write for application to Oak Bluff Farms (address) or come to farm and request an application form. Please apply before March 31.

What to Include in Job Ad

- ☐ Job Title
- ☐ Major Responsibilities
- ☐ Special Features
- ☐ Hours
- ☐ Wages
- ☐ Benefits
- ☐ Location
- ☐ Qualifications & Experience
- ☐ How to Apply
- ☐ Closing Date

As you write the ad, concentrate on making the position sound as interesting as possible, but don't create expectations that can't be met.

Use the chart in the left margin as your checklist for information to include in your job ad. Use a natural, friendly style. Use large type and interesting graphics to highlight your job title. Use a catchy opening line or phrase to start off your advertisement text. Use simple clear language.

Johnson Tree Care Inc. was started in 1976 by Mark Johnson, a nationally recognized consulting arboriculturist/educator, and has since specialized in offering full service urban tree care in the Hamilton area. Boasting high quality arboriculture and safety standards, and a commitment to life-long learning, current ownership continues to benefit from a close working relationship with Mark Johnson.

Arborist/Tree Worker

We require a climber with a practical understanding of

- current tree pruning methods
- tree removal
- cabling, bracing, fertilizing and other specialty tree care services
- insect and disease identification and treatment

Qualifications: related experience and preferably technical training or a diploma from a recognized university or college specializing in arboriculture, horticulture or forestry, or completion of a recognized trade apprenticeship; ISA Certification (or a willingness to obtain); valid driver's license. To qualify, you must also demonstrate good communication skills, a team-oriented approach and the ability to supervise.

If you have the requisite skills and experience, please contact Denise Stewart in writing by June 8 at Johnson Tree Care Inc., P.O. Box 105, Ruraltown, Ontario, N0B 1B0 or fax (519) 666-6666.

Developing an Application Form

Once you've developed a detailed job description, you can use it to determine the list of qualifications and skills you require for a new employee. You may wish to clarify your goals by listing both the necessary and the desired qualifications. You can then screen the application forms against your list to select four or five top candidates to interview.

For example, the following list includes necessary and desired qualifications for a position of dairy herd manager. You might draw up a similar list for your position.

POSITION: Dairy Herd Manager

NECESSARY QUALIFICATIONS	DESIRED QUALIFICATIONS
Experience: 3 years managing a dairy herd	**Experience:** 2 additional years experience with milk product processing
Skills: Ability to work with modern milking equipment and automated feeding system	**Skills:** Ability to train milking staff and to keep computerized records
Training: 2 year diploma from Agricultural or Technical School with a major in animal science	**Training:** Bachelor of Science in Agriculture with a major in animal science
Personal Qualities: Good interpersonal skills and efficiency	**Personal Qualities:** Outgoing and pleasant personality
Other Qualifications: Knowledge of agricultural practices. Ability to lift and carry equipment up to 25 kg.	**Other Qualifications:** Knowledge of current management theory

Sample application form provided on the following page.

EMPLOYMENT APPLICATION

(sample for dairy herd manager)

Name ______________________ Date ______________

Address ______________________________

Phone No. ______________________________

Agricultural or Horticultural background and experience ______________

____

____

Have you any special training? ______________________

List any license, certificate or diploma awarded ______________

Highest level of education completed ______________________

Do you have the ability to lift and carry 25 kg. bags? __________

Are you legally entitled to work in Canada? __________

List any special skills, abilities and interests: ______________

____

Type of accommodations required ______________________

List Former Places of Employment (last 5 years):

Date Hired	Date Left	Name & Location of Employer	Type of Work	Wages	Reason for Leaving

List of References (include name, address, phone number):

1. ______________________________
2. ______________________________
3. ______________________________

Interviewing

The Hiring Process

- ☑ Know Your Objectives
- ☑ Job Description
- ☑ Recruitment
- ☑ Interviewing
- ☐ Testing
- ☐ Checking References
- ☐ Making the Selection
- ☐ Offering the Job
- ☐ Employment Understanding
- ☐ Orientation

The employment interview is the most commonly used source of information in employee selection. It is one of the best ways for you to gather some of the information you will need to assess if a prospective employee would make a valuable contribution to your operation. Making such predictions is difficult, **but using a systematic approach to interviewing will help.**

The most promising applicants, as you have determined by screening the application forms, should be invited to your farm for an interview.

The interview serves two principle functions:

- allows the employer an opportunity to compare each applicant's qualifications and aptitudes with the job requirements.
- provides the applicant with the opportunity to determine if he or she wishes to work for your business.

Screening

The first step is to screen the application forms and decide which applicants you wish to interview. Screening is often one of the hardest tasks in the hiring process. It is a test of your application design!

Read all your applications. Assess each one keeping in mind the list of desirable traits you are seeking for the position. Start by eliminating those candidates who don't meet the basic training or experience requirements.

Select no more than five or six candidates to interview. Interviewing more will probably lead to confusion when you go to make the decision. If, after the interviews, you have not found a qualified person, you can invite other applicants for an interview or re-advertise.

Interview Questions

Apply the following three steps to develop your interview questions.

Step 1: Make a list of the behaviours and knowledge you are looking for in a new employee. A middle management position, for example, would require the ability to work with people, make decisions, and take on responsibilities. The person would need technical and leadership skills.

Step 2: Write a list of questions which will allow you to decide if the person has these abilities and characteristics. Make the questions open-ended to encourage detailed responses. Avoid questions which can be answered with a simple "yes" or "no". "Why did you quit your job at that time?" will get a more revealing response than, "Did you quit to make more money?"

Step 3: Determine a rating scale from 1 (poor) to 5 (excellent) that you can use to evaluate a candidate's response to each question.

Be aware of discrimination. For more details on Ontario's Human Rights Code refer to Book One, page 28 of the *Employers' Handbook*.

The Human Rights Code states that you may not discriminate on the basis of:

- race
- place of origin
- sexual orientation
- record of offenses
- family status
- ethnic origin
- creed (religion)
- ancestry
- colour
- age
- marital status
- handicap
- citizenship
- sex

For examples of specific questions that you should not ask in an interview situation, see Ontario Human Rights Commission Bulletin, *Human Rights Employment Application Forms and Interviews.* This is available by phoning your Ontario Human Rights Commission. It will be listed in the blue pages of your phone book under Government of Ontario.

Inquiries which are directly related to an applicant's ability to perform the essential duties of the job, and the type of accommodation are appropriate if required.

The following chart contains an example of an interview checklist that could be used. You might alter the questions somewhat, depending on the position you are trying to fill.

SAMPLE INTERVIEW CHECKLIST

Foreman Position

Behaviours	Questions designed to predict behaviours	Answer Rating
Job Stability	How long have you been in the last two jobs?	1 2 3 4 5
	What are your career goals?	1 2 3 4 5
Ability to Make Decisions	Describe a situation in a previous job where you had to make an important decision. What did you decide?	1 2 3 4 5
	How did you feel about being in that situation?	1 2 3 4 5
	Assume your boss was not around and the following situation arose (describe a decision-making situation). What would you do and why?	1 2 3 4 5
	How do you feel about making decisions which affect the success of the business you work for?	1 2 3 4 5
Ability to Work with People	Given a choice, do you prefer to work alone or in cooperation with others?	1 2 3 4 5
Technical Skills	Describe your experience with developing pesticide spray schedules.	1 2 3 4 5
	What equipment have you operated?	1 2 3 4 5
	Describe your knowledge of animal nutrition programs.	1 2 3 4 5
Ambition/ Industriousness	Describe a particularly productive day in a previous job.	1 2 3 4 5
	Describe a major job-related task you have performed that you are quite proud of.	1 2 3 4 5
Ability to be Trained	Describe your formal educational background.	1 2 3 4 5
	Have you voluntarily taken any adult educational courses.	1 2 3 4 5
	Describe an instance where you had to learn a new skill for a former job.	1 2 3 4 5
Leadership	Have you ever been an officer in a club or community organization? Describe.	1 2 3 4 5
	What supervisory roles have you had in previous jobs?	1 2 3 4 5
	How do you feel about supervising the work of other people?	1 2 3 4 5
Good Attendance	In the past year, how many days off work have you taken for sickness or personal reasons?	1 2 3 4 5

Interview Techniques

You may feel like you're in unfamiliar territory when it comes time to conduct an interview. Remember a few things which may help:

- You are in control of the interview.
- You can make the interview a positive experience for both the applicant and yourself, with proper preparation.
- The applicant is also interviewing you, whether you realize it or not. Part of your task may be to sell the job so that your first-choice applicant will want to work for you.

How to and how not to interview is lightheartedly portrayed in the video on "HIRING" in the labour management series.

The following suggestions will help you conduct a successful interview.

1. **Choose a quiet, comfortable place** in which to conduct your interview.
2. **Put the applicant at ease.** The more you can do to reduce any tension, the more meaningful your communication will be. A handshake and friendly smile are a good start.
3. **Stick to your plan.** Follow your list of interview questions and have a time limit for your interview. Make sure you ask the same questions to each candidate. Your final decision will be easier to make if you get the same type of information from each person.
4. **Listen.** Encourage your applicant to do 80% of the talking. You must resist the temptation to discuss your point of view at length. Provide your applicant with an opportunity to ask you questions about the position.
5. **Be mindful of your own personal biases.** Hire based on objective criteria instead of impressions. Do not overlook highly qualified applicants just because their religion, ethnic background or some other trait is different from what you had in mind.
6. **Fulfill your responsibility to the applicant.** Provide a written list of the benefits that come with the job. Leave adequate time to take the applicant on a tour of your operation. Tell each applicant when you will be making your decision and that you will call them one way or the other.
7. **Complete all the interviews before doing your evaluation.** Do not indicate your feelings about any of the responses you get, or who you think may get the job before all interviews are completed.
8. **Be cautious about commiting to a specific wage.** You can mention the salary grid for the position but no specific amounts.
9. **Pre-test** your interview questionnaire and your interviewing techniques on a family member if this is your first interview.

Interview Timetable

9. **Pre-test** your interview questionnaire and your interviewing techniques on a family member if this is your first interview.

Prepare yourself for the interview by reviewing the candidate's application form and noting his or her qualifications.

Allow 35–50 minutes for each interview. If you plan to do testing, allow about one extra hour for that.

Remember that the candidate is also interviewing you, so project a positive image. If that candidate doesn't turn out to be the person you want, he or she may still speak well of you to someone who is perfect for the job.

INTERVIEW TIMETABLE

ACTIVITY	MINUTES
Greeting: welcome the candidate in a positive and friendly manner, put the candidate at ease; show a personal interest; offer refreshment etc.	3
Job Description: provide a full and clear explanation of the job and how it fits into your organization (beyond the job description).	5
Housekeeping Details: outline wages, hours, special conditions, housing arrangements, etc.	2
Answer questions: focus on the candidate's questions: what does he or she want to know about your organization and the position applied for? The candidate's questions will reveal a great deal about personal motivation, values, etc.	5 to 10
Asking questions: stick to plan: use the interview checklist you've developed to ensure you ask each applicant the same questions and to simplify the selection process. Make specific notes during and immediately after the interview.	15 to 20
Continue selling/Cut it off: if the applicant interests you, introduce him or her to other employees and give a short tour of the farm; if the applicant does not interest you, bring the interview to a dignified close. Always specify when you will inform the applicant of your decision or of any further steps such as a second round of interviews or testing.	5 to 10
Total Interview Time:	35 to 50 minutes

NOTE: It is strongly advised that you keep and record only information that you are prepared to share with the employee in the future.

INTERVIEW REPORT

Name of Candidate ______________________________

	Applicant Outstanding	**Applicant Above Average**	**Applicant Average**	**Applicant Below**
Work Experience and Skills	☐	☐	☐	☐
Training & Education	☐	☐	☐	☐
Communication Skills	☐	☐	☐	☐
Personal Goals and Aspirations Relative to Farming	☐	☐	☐	☐
Application Complete	☐	☐	☐	☐

Available Weekends and Evenings: Yes ☐ No ☐ Occasionally ☐ Days only ☐

Special Skills and Interest:______________________________

____

____

	Applicant Outstanding	**Applicant Above Average**	**Applicant Average**	**Below**
Overall Evaluation	☐	☐	☐	☐

Comments ______________________________

____

____

Screening Seasonal Employees

You need to be as careful screening and selecting seasonal employees as you are screening and selecting full-time employees. Many employers find it convenient to do an interview at the same time that an applicant comes to fill in an application form. These same **employers often ask seasonal employees to work for a trial period** to determine if they are suitable for the job.

The following form is an example of one employer's interview form.

Interview Form
(for seasonal employees)

Name ______________________________

Address ______________________________ Phone ______________

Have you done this work before? ☐ Yes ☐ No

Can you stay for the season? ☐ Yes ☐ No

For whom have you worked? ______________________________

Have you operated the equipment we are using on this job? ______________________________

Do you require housing? ☐ Yes ☐ No Transportation? ☐ Yes ☐ No

Board? ☐ Yes ☐ No

Are you legally entitled to work in Canada? ☐ Yes ☐ No

Are you entitled to a regular or student wage rates? ______________________________

Can you lift and carry a ______ kg tote? (when required for the job) ☐ Yes ☐ No

Realize that some of these questions are close ended but they quickly collect the most frequently desired information.

Testing

The Hiring Process

- ☑ Know Your Objectives
- ☑ Job Description
- ☑ Recruitment
- ☑ Interviewing
- ☑ Testing
- ☐ Checking References
- ☐ Making the Selection
- ☐ Offering the Job
- ☐ Employment Understanding
- ☐ Orientation

An applicant's qualifications may look very good, but how do you know how well the person can perform certain tasks. An interview does not demonstrate an applicant's ability to do the job. Testing skills can.

> *"Testing can separate the person who interviews well from the person who can actually do the job."*

Purpose of Testing

Nick and Marsha Adams selected four candidates for the position of tractor driver. The position required a candidate with several years experience with farm work, the ability to train others, excellent driving skills, and a knowledge of mechanics. Here's how they ranked the four candidates on the basis of their interviews.

Candidate	Qualifications/Assessment	Ranking
Mark	10 years experience, college courses in mechanics, outgoing	1
Alice	2 years experience, limited knowledge of farming, enthusiastic	4
Roy	3 years truck driving experience, 2 years of college, ambitious	3
Bert	20 years experience, no formal training, friendly	2

Judging from the interview ranking, Mark would be the obvious choice for the position. However, Nick and Marsha chose to base their final decision on a half hour test that required the candidates to change the oil in the tractor and manoeuver it around a field. When actually required to demonstrate his skills, Mark rated third out of the four candidates while Alice showed exceptional driving ability. Nick and Marsha decided that Alice's lack of experience was outweighed by her skills and her willingness to learn.

If Nick and Marsha had not tested the four candidates, they would have hired Mark–who in fact was **not** the best candidate for a position that required excellent driving skills.

Testing Tips

- Determine acceptable standards for one or two *specific* skills.
- Develop an evaluation sheet for use during the test. This makes sure that each candidate is evaluated the same way.
- Make sure each candidate does the same functions in the same way.
- Allow candidates plenty of time. Avoid putting them under pressure.

Checking References

The Hiring Process

- ☑ Know Your Objectives
- ☑ Job Description
- ☑ Recruitment
- ☑ Interviewing
- ☑ Testing
- ☑ Checking References
- ☐ Making the Selection
- ☐ Offering the Job
- ☐ Employment Understanding
- ☐ Orientation

Once you've narrowed the field to two or three top candidates, you need to obtain the opinion of people who have actually worked with the candidates. Make sure each candidate lists several references, obtain their permission to contact them, and then contact them.

We've provided a sample Reference Checklist which could be used as a guide in doing reference checks.

While reference checking is important, you should be aware that the reference provided may not always be entirely accurate. Unfortunately, some previous employers give inferior employees a good reference just to get him or her to leave.

As you do your reference check, listen for the tone. Is the person enthusiastic as he or she speaks of the employee, or is there guarded caution? **Think about what wasn't said.** "He gave me no problems," is very different from "He did his job well."

Start your telephone reference check by identifying yourself and your position. Then proceed along these lines:

> ______________________ has applied for a position as
> (name of candidate)
>
> ______________________________ in my business.
> He/she has permitted me to contact you concerning
> his/her employment with you. Is this a convenient
> time for you to talk with me?

If the time is convenient, proceed with your questions.
If the time isn't convenient, set a time that is good for both of you.

REFERENCE CHECKLIST

General Questions

What were the employee's duties and responsibilities? ______________________________

____

What type of work did the employee do best? ______________________________

____

What type of work is the employee least suited for?______________________________

____

What was the period of employment? ______________________________

How much was the employee paid? ______________________________

Why is the employee no longer employed by you?______________________________

____

Did the employee take good care of his/her housing? ______________________________

Would you rehire this employee? Yes. No. If no, why not?______________________________

____

Personal Suitability Questions

Did the employee have any limitations which need to be considered?______________________________

How well did the employee get along with others? ______________________________

Personal Initiative Questions

What was the employee's rate of absenteeism?______________________________

Was the employee punctual? ______________________________

Was the employee a self-starter?______________________________

Was the employee innovative? ______________________________

Did the employee supervise others?______________________________

Potential for Advancement Questions

Was the employee receptive to training? ______________________________

Did the employee accept supervision? ______________________________

Was the employee receptive to constructive criticism?______________________________

Making the Selection

The Hiring Process

☑ Know Your Objectives
☑ Job Description
☑ Recruitment
☑ Interviewing
☑ Testing
☑ Checking References
☑ Making the Selection
☐ Offering the Job
☐ Employment Understanding
☐ Orientation

Now that you've screened, interviewed and tested the candidates, and checked their references, you have to decide which of them you want to hire. Ask yourself the following:

- How effectively will this person represent my business?
- Does this person have the skills to do the job?
- How well will he or she harmonize with co-workers?
- How much energy and enthusiasm has this person shown in pursuing the application?
- Will the person have the necessary physical stamina for the job?

On occasion, you may find in the course of the recruiting and selecting process, that an applicant you particularly favour does not exactly meet the requirements of your position. **Instead of hiring a person you are not confident in, consider changing the position to match the skills and talents of the person you really want working for you. When doing this, keep in mind that gaps will be created and you must have other**

Offering the Job/Advising Unsuccessful Candidates

The Hiring Process

☑ Know Your Objectives
☑ Job Description
☑ Recruitment
☑ Interviewing
☑ Testing
☑ Checking References
☑ Making the Selection
☑ Offering the Job
☐ Employment Understanding
☐ Orientation

Once you have narrowed the applicants to the top two or three, then go after your #1 choice. You will want to do what you can to encourage the applicant to accept your offer.

How to Make the Offer

The offer should be made in person or by phone. Explain that you have reviewed the field of several qualified candidates and would like to extend a job offer.

Now is the time to review the job description, your expectations and conditions of employment. The following checklist may be helpful as you prepare for the discussions.

What to Include in Job Offer

- Review the quality and quantity of the work expected and the performance levels required. Include reporting relationships.
- Define the evaluation requirements: probationary period, performance appraisal times.
- Explain the work schedule: allow some flexibility if possible.
- Provide a written list of the wages and benefits package you offer.

As you make your job offer, allow the person time to ask any questions. Now is the time to have a clear understanding of what is expected. Surprises later could sour the employer-employee relationship.

Keep your discussion upbeat. Communicate your expectation that the candidate will do a good job and enjoy working for you.

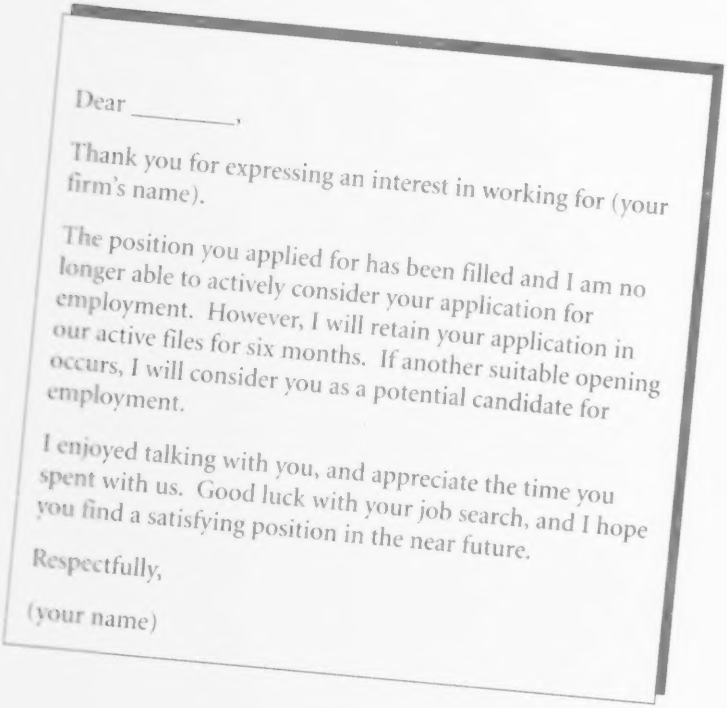
Notify Unsuccessful Candidates

Always notify unsuccessful candidates as quickly as possible once you've made your hiring decision. Keep their applications on file as part of your ongoing recruitment strategy.

Writing a "rejection" letter should not be a negative task. At all costs, you want to avoid the impersonal "I regret to inform you that your application for employment with Meadowlands Farm has been rejected."

Two sample letters follow. You could use these as a guideline but will want to write in the style that's comfortable for you.

Sample 1: Rejecting a Candidate Who HAS Been Seriously Considered



Dear ________,

Thank you for expressing an interest in working for (your firm's name).

The position you applied for has been filled and I am no longer able to actively consider your application for employment. However, I will retain your application in our active files for six months. If another suitable opening occurs, I will consider you as a potential candidate for employment.

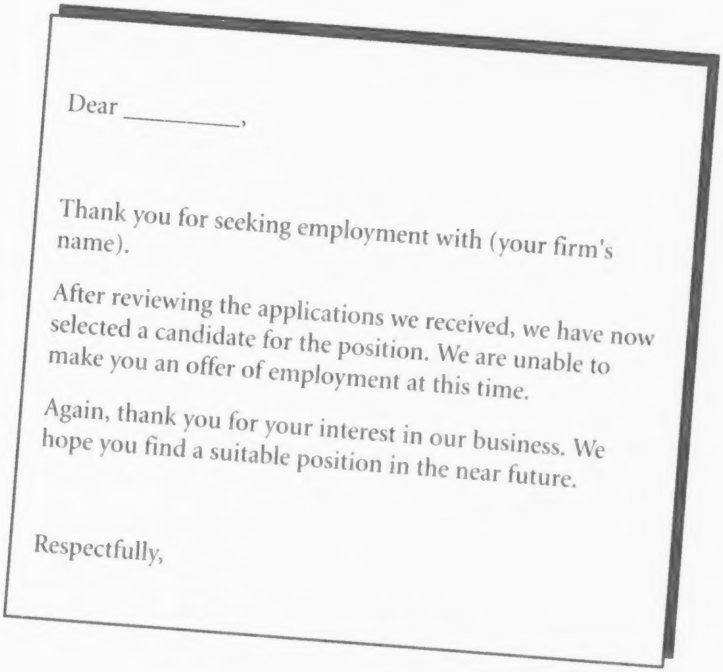
I enjoyed talking with you, and appreciate the time you spent with us. Good luck with your job search, and I hope you find a satisfying position in the near future.

Respectfully,

(your name)

Offering the Job/Advising Unsuccessful Candidates *(continued)*

Sample 2: Rejecting an applicant who is NOT a serious candidate.



Dear ________,

Thank you for seeking employment with (your firm's name).

After reviewing the applications we received, we have now selected a candidate for the position. We are unable to make you an offer of employment at this time.

Again, thank you for your interest in our business. We hope you find a suitable position in the near future.

Respectfully,

Employment Understanding

The Hiring Process

- ☑ Know Your Objectives
- ☑ Job Description
- ☑ Recruitment
- ☑ Interviewing
- ☑ Testing
- ☑ Checking References
- ☑ Making the Selection
- ☑ Offering the Job
- ☑ Employment Understanding
- ☐ Orientation

It is recommended that you write out the terms of employment so both you and your employee understand the conditions to which you are agreeing and can refer to them in the future. Having said this, note there are advantages and disadvantages to written employment understandings.

Employers can obtain "Guidelines for Writing and Using an Employee Handbook"from OMAFFRA or the office of the Ontario Agricultural Human Resource Committee by calling (905) 765-0441.

Advantages and Disadvantages

Advantages

- Specifically defines the terms and conditions of employment.
- Attracts experienced and skilled employees.
- Provides security when circumstances require relocation.
- Offers stability by avoiding the whims of family-owned operations.

Disadvantages

- May contribute to the risk of court challenges which may involve lengthy litigation.
- May imply to an employee who may wish to leave that he or she is obligated to stay, thereby creating a non-productive situation.
- May reduce the ability to change employment practices to meet changed conditions.
- May restrict the ability to adjust compensation levels to performance levels.

What Should Be Included

The following information categories apply to most employment situations and should be included in every employment understanding. Also include any additional categories to provide for the needs of individual employees.

CATEGORY	DESCRIPTION
Identification	Name and address of the employee and the business
Employment Type	Job title, summary of duties and responsibilities, reporting requirements, limitations such as confidentiality and performance levels
Employment Term	Starting date and ending date (if applicable); provision for employment to end, subject to the wishes of either the employee or the employer; renewal considerations
Compensation	Base salary rate, time and method of payment, overtime, employee benefits such as insurance and health, disability benefits, other benefits: e.g. food, housing, etc.
Work Times	Normal working hours, breaks, vacation times, sick leave with pay, statutory holidays
Bonuses	Bonus requirements: e.g., overtime, high performance, etc., payment times
Expenses	Type of expenses paid by the employer: e.g., travel, utilities

A closely spaced, "legalese" contract places the employee at a disadvantage because he or she may be reluctant to sign a document that is difficult to understand. Take a less formal approach by using a letter of understanding or a one-page form. Whatever format is used for the understanding, **use simple, clear language.**

You may want to include with the understanding, a welcome along with your personal wishes that the employee will enjoy working for your company.

SAMPLE EMPLOYEER-EMPLOYEE UNDERSTANDING

Employer: ______________________________

____

Employee: ______________________________

____

Starting Date:______________________________

Type of Operation: ______________________________

Housing Supplied:______________________________

Utilities and Other Arrangements: ______________________________

____

____

Work Schedule:

Starting Time: ______________________________

Hours per Day: ______________________________

Days Per Week: ______________________________

____

Statutory Holidays: ______________________________

____

Vacation Time:______________________________

Salary: ______________________________

____

Specific Job Duties: ______________________________

____

____

General Duties: ______________________________

____

____

____

Orientation

The Hiring Process

- ☑ Know Your Objectives
- ☑ Job Description
- ☑ Recruitment
- ☑ Interviewing
- ☑ Testing
- ☑ Checking References
- ☑ Making the Selection
- ☑ Offering the Job
- ☑ Employment Understanding
- ☑ Orientation

The orientation time is a critical time to help a new employee adapt to your operation. A new job may appear complex to a new employee and you, as employer, have many things to tell him or her.

How does Joe Smith feel when he arrives at your farm to begin work as a milking assistant? He will probably have a strong desire to succeed and be anxious about working in a new environment. Your responsibility is to make Joe feel like he wants to work for you; that he's made the right decision to accept a job at your farm.

Purpose

By focusing on Joe's needs, you determine the four principal goals of an effective orientation:

1. Inspire
2. Encourage
3. Motivate
4. Activate

Use the following chart to accomplish these four goals, looking at them from Joe's point of view.

EMPLOYEE QUESTION	EMPLOYER RESPONSE	ORIENTATION GOAL
Will I like working here?	Set a warm, welcoming tone.	1. **Inspire** confidence and acceptance.
What exactly will I be doing?	Specify procedures for work, equipment, and safety.	2. **Encourage** expertise through knowledge.
Who else works here and how do I fit in?	Introduce other workers and the farm family.	3. **Motivate** by establishing a sense of community.
Who/where do I go for information?	Introduce the immediate supervisor and provide an orientation handout or handbook.	4. **Activate** the lines of authority.

You never get a second chance to make a first impression.

How Joe Smith reacts during his first hours and days on the job will dramatically affect both his long-term work performance and his attitude to your farm.

An effective orientation program sets a good tone for incoming employees, and to reduce staff turnover, absences, tardiness, injuries and errors.

Orientation Handout

Often new employees are reluctant to ask too many questions for fear they'll "look stupid." By providing employees with an orientation handout, you give them control over their learning experience.

Following is an example of an orientation handout used by Mason Farms.

The "Guideline to Writing and Using your Employee Handbook" offers additional information concerning communication with and orientation of employees.

WELCOME TO MASON FARMS

We hope you enjoy your working experience at Mason Farms. To make the most of your time here, please observe the following guidelines:

A. Picking Requirements

- You will be assigned to a row. Please do not move to another row until you have picked all the berries from the row you started or your supervisor asks you to move.
- You will select solid, ripe fruit with short stems and hulls on: poor quality berries are not accepted or paid for.
- You will pick and handle the fruit without squeezing. Place any moldy, rotten, or damaged fruit in the aisle behind you.
- You will carry your full boxes to the packing stand. (Make sure the corners of your boxes are full).
- You must remember the number you are assigned. This number is used to tally your daily count.
- You should leave the field, if you do not want to work. Anyone caught fighting, throwing berries, disturbing other pickers, or not complying with the supervisor will be asked to leave after *one* warning.

B. General Requirements

- You must be at least 15 years old to work as a picker on this farm. Younger workers need parental consent.
- You will be picking 3 to 7 days a week, depending on market and berry conditions.
- You should bring a lunch, something to drink and extra clothing in case of rain or cold weather.
- Your hours for picking are:
  7:30 am – 2:00 pm
  5:00 pm – 9:00 pm.
- You are asked to leave the field when you are finished picking for the day.
- You must arrive at the bus on time. It will not wait for late pickers.

C. Pay Guidelines

- You will be paid xx cents per quart, including vacation pay.
- You will receive your pay each Tuesday for all picking done in the previous calendar week.
- You must give one week's notice to receive payment prior to payday.
- You will be required to pay UIC deductions if you earn over $xxx.00 in a week .

D. Employee Information

Please complete the attached form and give it to your supervisor on the morning of your first picking day.

As you design your own orientation handout, think about the things a new employee would want to know. Try to include the following:

- Details of the job (job description and the relationship of the job to the total operation)
- Details about the pay and benefit package (when and where the employee can expect to get paid, starting rates and range, basis for compensation, overtime and holiday rates, policy on pay increases, pay period, deductions, incentives and bonuses, etc.)

- Details about the work schedule (regular hours, policies about overtime, lunch and rest breaks, time off, flexibility over attendance and punctuality, how to use a time clock if you have one)
- What to do if an employee cannot make it to work
- What and where facilities are (restrooms, lunch, recreational, first aid, transportation, laundry and lockers)
- The safety program (rules and regulations, safety equipment needs)
- How grievances and corrective actions will be handled
- A Code of Behaviour if you have one
- Consider including your mission statement and information on the history of your business

If you hire workers whose first language is not English, consider producing an orientation handout in their first language.

Introduction to the Workplace

Carefully plan how you will introduce your employee to the workplace. You need to make employees feel welcome while building their confidence in your organization. The employee needs to know specific information about the job to be performed.

Your principle goal is to ensure that each employee can do his or her job at the earliest possible time.

As you sequence your orientation, use the following list as a guide.

TASK	EFFICIENCY TIPS
1. **Tour the work area.**	Organize the work area exactly as the employee is expected to keep it. Explain standards of cleanliness, tidiness, and hygiene.
2. **Show tools and equipment.**	Explain the function/purpose of equipment and demonstrate storage, care, and maintenance requirements.
3. **Explain the job duties.**	Encourage questions to determine the employee's skill level. Emphasize *why* the duties are important.
4. **Present one task at a time.**	Proceed step-by-step, pausing frequently to check for understanding. *Don't rush!*
5. **Supervise first efforts.**	Correct errors and reinforce success. Adopt a supportive attitude to reduce employee stress. Continue to supervise the employee until performance standards are met.
6. **Let the employee fly solo.**	If problems occur, work with the employee to find solutions. Continue to provide encouragement.
7. **Maintain a progress record.**	Tell the employee when competency has been attained and keep a progress record in the employee's file.

Clearly define the *information resources* available to employees: for example, the supervisor, a handbook or handout, other workers, etc.

Code of Behaviour

Having written rules about the standard of behaviour you expect from your employees makes it easier for your employees to work in a manner acceptable to you. It also makes it easier for you to discipline, if necessary.

Keep in mind that some rules get results from workers and some rules stifle their productivity.

Have stated rules and consequences in the following areas:

Legal and Safety Rules

- Falsification rules (lying to employer, falsifying documents, etc.)
- Theft
- Rules governing proper use of chemicals and equipment
- Rules prohibiting fighting and abuse, both physical and verbal
- Rules concerning drugs: over-the-counter, prescription and illegal drugs
- Rules about smoking locations
- Rules governing alcohol use on the job or prior to working hours

Behaviour Rules

- Limitations concerning non-work activities during working hours (e.g. personal business, reading, etc.)
- Rules concerning leaving the workplace without notification or permission
- Sleeping on the job rules
- Starting, late-time, and quitting rules
- Absenteeism rules
- Breaktime and lunchtime rules
- Vacation and time-off rules

The importance of having a code of behaviour is discussed in the video on "DISCIPLINING" in the labour management series.

Some rules create resentment among employees and could result in legal problems. Avoid making rules concerning the following:

- Limiting moonlighting or other employment outside working hours
- Clothing and appearance unless related to job function
- Membership and participation in civic, religious, or private organizations during nonworking hours.

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Employers' Handbook
for
Owners, Managers and Supervisors in Agriculture and Horticulture

BOOK ONE

Personnel Planning & Regulations

- Deciding to Become an Employer
  - Economic Benefits
  - Non-Economic Benefits
  - Questions to Ask Yourself
- The Personnel Planning Process
  - Assess Your Current Situation
    - Goals
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    - Your Labour Needs
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EMPLOYERS' HANDBOOK

for Agriculture & Horticulture

Book

3

Supervising

Second Edition $10.00/Set

Employers' Handbook

The Employers' Handbook project was initiated and coordinated by the Ontario Agricultural Human Resource Committee (OAHRC). OAHRC was organized in 1994 by the public and private sector, through the Canada/Ontario Committee on Agricultural Employment. The Committee is chaired by the private sector and meets to discuss ways to address human resource issues.

This project will serve to strengthen your ability as owners, managers and supervisors of an agricultural or horticultural workplace, to effectively deal with increasing workforce management expectations that are being placed on you. These new expectations are largely due to changing business practices, to changing government regulations, and to the global marketplace.

Copies of the Employers' Handbook are available from OMAFRA (Ontario Ministry of Agriculture, Food and Rural Affairs)or HRCC (Human Resources Centre - Canada) field offices, or by contacting the OAHRC office:

320 Green Rd.
Caledonia, Ontario
N3W 1X3

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A TV picture, like the one you see in the left margin, tells you that the topic you are reading is also covered in a video. These videos were prepared by the Canadian Farm Business Management Council (CFBMC). The 6 titles are:

1) Managing People on Your Farm
2) Hiring the Right Person
3) How to discipline
4) Supervising People
5) Job Descriptions and Performance Reviews
6) Compensation

To order contact:

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Employers' Handbook for Owners, Managers and Supervisors in Agriculture and Horticulture

Book Three

Supervising

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Printed in 1996 for use in Ontario through the contributions of:

Ontario Agricultural
Human Resource
Committee

Horticultural Human
Resource Council
Ontario Region

Agriculture and
Agri-Food Canada

Ontario
Ministry of Agriculture,
Food and Rural Affairs

OATI
Ontario Agricultural Training Institute

Human Resources
Development Canada

Acknowledgements

Ontario Agricultural Human Resource Committee

- Landscape Ontario Horticultural Trades Association
- Ontario Agricultural Commodity Council
- Ontario Farm Women's Network
- Ontario Farmers With Disabilities
- Ontario Flue-Cured Tobacco Growers' Marketing Board
- Ontario Fruit And Vegetable Growers' Association
- Ontario Milk Marketing Board
- Ontario Pork Producers Marketing Board
- Ontario Poultry Council
- Ontario Seed Corn Growers Marketing Board
- Christian Farmers Federation of Ontario
- Ontario Federation of Agriculture
- Employee Participants
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- Ontario Agricultural Training Institute
- University of Guelph
- Agriculture and Agri-Food Canada
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food & Rural Affairs
- Ontario Ministry of Labour

Ontario Horticultural Human Resource Council

- Flowers Canada (Ontario)
- Landscape Ontario Horticultural Trades Association
- Nursery Sod Growers Association of Ontario
- Ontario Fruit & Vegetable Growers Association
- Ontario Mushroom Growers
- Ontario Specialty Crop Producers
- Worker Representatives
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food and Rural Affairs
- Ontario Agricultural Training Institute
- University of Guelph

We extend appreciation to the Ministry of Agriculture, Fisheries, Food and Rural Affairs of British Columbia, for allowing us to use their Farm Employers' Handbook. It was a guide from which we developed a similar resource for use in Ontario.

We acknowledge the input from Gayle Bogart, Archie Heaslip and Tom Nesbitt, and the assistance of other field staff of the Agricultural Employment Services.

We appreciate the resource development experience and written input provided by Brenda Watson of the Ontario Agricultural Training Institute and Bev Rawn of the Ontario Ministry of Agriculture, Food and Rural Affairs.

We also appreciate the help given by the following farmers, managers and human resource practitioners who reviewed and offered input to the first draft of this handbook:

Cam Edgar
Margaret E. Hunsberger
Murray Porteous
David Ward
Shirley Doey
Jack Streef
Larry Van Acker
Rose Hammill
Brian Kennedy

Ontario revisions written by:	Ken McEwan, Ridgetown College Lorne Owen, BCMAFFRA
2nd edition revisions by:	Ken McEwan, RCAT Bev Rawn, OMAFRA Ralph Luimes, OAHRC
Illustrations and Layout:	Andrew Schaafsma Advertising
Copy Edited:	Patricia Davidson and Barb Shipley
Managing Editor:	Ralph Luimes
Associate Editor:	Rob Witherspoon

Book Three – Supervising

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Introduction

Employees are available to fill most employment situations. Recruitment is the key to finding them. ***Good employee-employer relations is the key to keeping them.***

The Employers' Handbook is written as a guide to owners, managers and supervisors in agricultural and horticultural operations. This handbook will help you:

- To recruit better employees
- To supervise, motivate and train your employees to reach desired performance
- To discipline and dismiss employees should that be required.

Use this handbook to help you achieve sound human resource management practices which can result in increased productivity, reduced staff turnover, and satisfied employees and managers.

This handbook is divided into five books. You should familiarize yourself with the contents of each book and place the books where they can be easily found. Make sure you refer to them when you need specific information.

Book Three

***Supervising** is book three.* Supervising is one of the key elements in a good employee-employer relationship. Employees are available to fill most employment situations. Recruitment is the key to finding them. Good employee-employer relations is the key to keeping them.

REMEMBER

A TV icon, like the one you see in the left margin, tells you that information in the text is supported by extra information in the video available from CFBMC (Canadian Farm Business Management Council). A brief description of the content you will see in the video will be given in the left margin under the TV icon.

Leadership

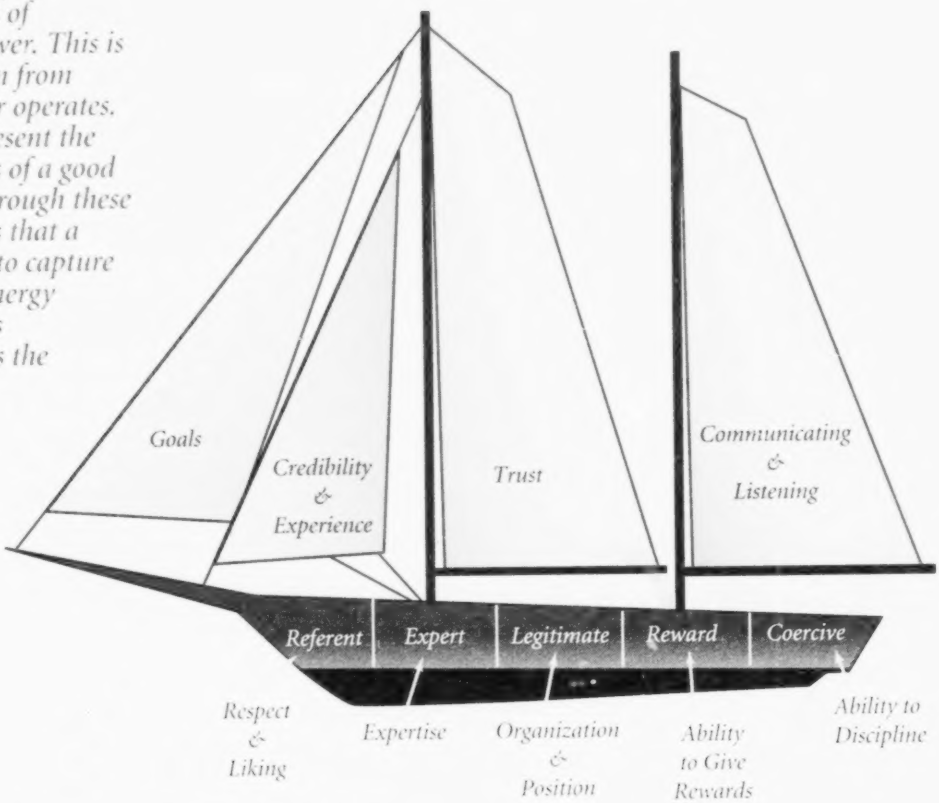
What is leadership? What is management? What is supervision? Although these functions are interconnected, leadership is considered the foundation of good labour relations. Thus we begin our book on "Supervising" with a discussion about leadership.

Although you may not think of yourself as a leader, as a manager you do have a leadership role. What makes a leader? It is the ability to develop and maintain a following.

Many factors combine to make a successful leader. One way to understand your role as a leader is to compare it to a ship.

The base or hull of the ship is made up of different types of leadership power. This is the foundation from which a leader operates. The sails represent the characteristics of a good leader. It is through these characteristics that a leader is able to capture and use the energy of others. This energy propels the Leader Ship forward.

The Leader Ship


Goals
Credibility & Experience
Trust
Communicating & Listening
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Expert
Legitimate
Reward
Coercive
Respect & Liking
Expertise
Organization & Position
Ability to Give Rewards
Ability to Discipline

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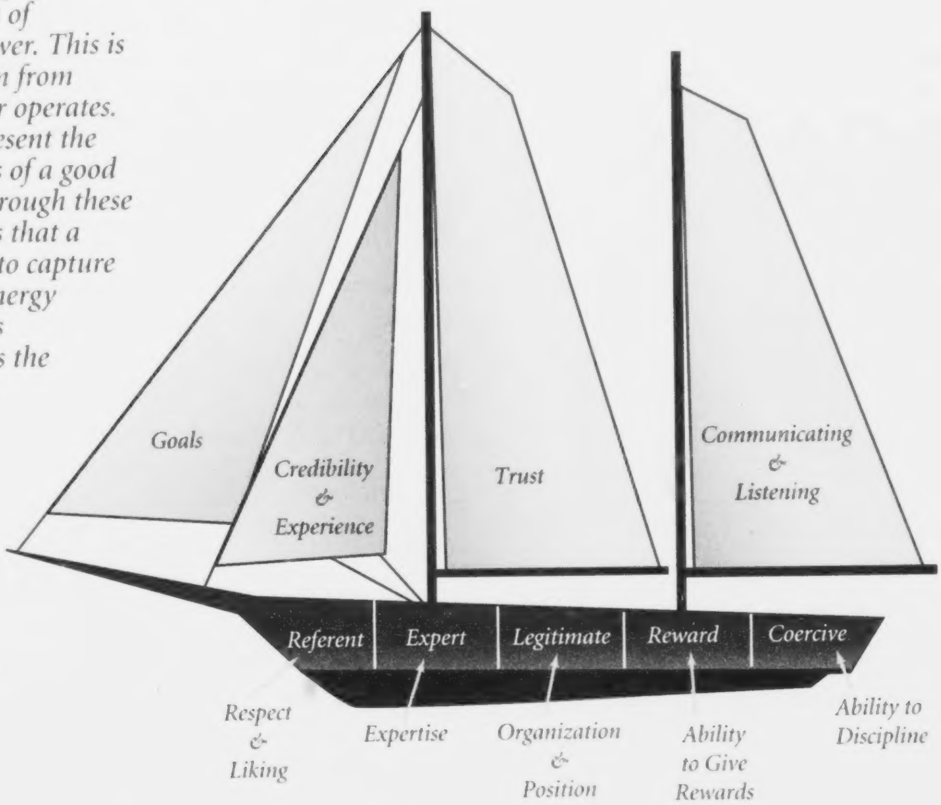
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Leadership Characteristics

(The sails of the ship)

A study of successful business managers found that effective leadership is based on the following:

- **Clearly defined goals.** Good leaders have a clear vision of what they hope to achieve; where they want to go. They are able to pass this vision on to their employees so they, too, become excited about reaching the goals.
- **Communicating and listening.** In order to pass on the vision, leaders must be able to express themselves. Good leaders are also good listeners. They listen to what their employees want; take advantage of chances to incorporate good ideas and concerns raised by employees into the business plan.
- **Credibility and experience.** Good leaders know their business, know their people and are willing to seek challenges. They know from experience that progress is made only when risks are taken.
- **Trust developed from honesty and sincerity.** Leaders must practise what they preach; leaders lead by example. Without trust, a leader will have no followers.

How an employer's leadership style and method of communicating impacts on his employee is shown in the video "MANAGING PEOPLE ON YOUR FARM."

In their book entitled *The Leadership Challenge*, J.M. Kouzes and B.Z. Posner say that essential leadership activities include:

- Challenging the process
    - search for opportunities
    - experiment and take risks
- Inspiring a shared vision
    - envision the future
    - enlist others
- Enabling others to act
    - foster collaboration
    - strengthen others
- Modeling the way
    - set the example
    - plan small wins
- Encouraging the heart
    - recognize individual contribution
    - celebrate accomplishments

Honestly evaluate yourself on the following questions. Think about how your employees see you as well as how you see yourself.

A Self Quiz

Rank yourself from 1 to 5 with 1 being "I do very well in this area" and 5 being "I do poorly in this area."

Type	Description	Ranking
Goals	A leader has a vision; a set of clearly defined business operating **goals**. Have you a vision? Have you shared this vision with your employees?	1 2 3 4 5
Credibility and experience	A leader has experience and expertise. Do you know your **business** well? Do you know how to work with people? Are you willing to try new ideas and explore new territory so your business can grow?	1 2 3 4 5
Communicating and listening	A leader gives and shares information; listens to others for **ideas** and feedback. Are you a good listener? Do you express yourself well?	1 2 3 4 5
Trust	A leader develops trust through honesty and sincerity. Are you your own walking mission statement?	1 2 3 4 5

Interpreting the result: Think about ways you could improve in those areas where you scored low. Refer to some of the excellent books that have been written about leadership.

Supervisors who are liked, all other things being equal, have greater influence than those who are not.

Leadership Power

(The hull of the ship)

Usually one person will follow the lead of another because the leader has some power or influence.

Management theory suggests that there are five different types of power.

- referent
- expert
- legitimate
- reward
- coercive

A Self Quiz

Rank yourself from 1 to 5, with 1 being high ability and 5 being low ability, to use each of the power types.

Type	Description	Ranking
Referent	The leader evokes *positive feelings* from employees. How well are you liked?	1 2 3 4 5
Expert	The leader understands complex tasks. How familiar are you with technicalities?	1 2 3 4 5
Legitimate	The leader has a position title (supervisor). How much respect is given your position?	1 2 3 4 5
Reward	The leader can provide pay raises, promotions, training, recognition, etc. How readily do you respond to good performances?	1 2 3 4 5
Coercive	The leader can enforce threats such as firing or demotion. How often do you resort to disciplinary action?	1 2 3 4 5

Interpreting the result: An effective leader makes some use of all five types of power, with special emphasis on referent and expert power.

Supervision

Managerial Functions

Supervision involves getting things done through others. To the person who has been traditionally involved in the operational end of the organization, adjusting to the role of supervisor can be difficult. Yet managers can do their business a great disservice by over-involving themselves in operational work.

Managers perform five major functions:

- **Planning** – Deciding on business philosophy, goals and strategies. Determining what to aim for and why.
- **Organizing** – Deals with how to achieve the goals; it entails dividing work for assignment into structure units (e.g. ranches, departments, crews and jobs) and establishing means of co-ordination among them.
- **Staffing** – Getting, developing, retaining people able and willing to perform the jobs as organized.
- **Leading** – Influencing and directing the behaviour of those people, usually through interpersonal communications.
- **Controlling** – Assessing actual results against objectives, seeing what was done compared to what had been planned, and taking corrective action where required.

While the temptation is to believe doing something yourself is the best way to get something done, the downside of this belief is explained in the video on "SUPERVISING" in the labour management series.

Here's a tongue-in-cheek way of describing these management functions:

> As nearly everyone knows, a manager has practically nothing to do except to decide what is to be done; to tell somebody to do it; to listen to reasons why it should not be done, why it should be done by someone else, or why it should be done in a different way; to follow-up to see if the thing has been done; to discover that it has not; to inquire why; to listen to excuses from the person who should have done it; to follow-up again to see if the thing has been done, only to discover that it has been done incorrectly; to point out how it should have been done; to conclude that as long as it has been done, it may as well be left where it is; to wonder if it is not time to get rid of a person who cannot do a thing right; to reflect that he or she probably has a family, and that certainly any successor would be just as bad, and maybe worse; to consider how much simpler and better the thing would have been done if one had done it oneself in the first place; to reflect sadly that one could have done it right in 20 minutes, and, as things turned out, one had to spend two days to find out why it had taken three weeks for somebody to do it wrong.

While the solution to the above process may seem to be to do the work yourself, this is not the answer. The solution is to be an effective supervisor so that the job gets done as you would want.

Supervisory Skills

Who makes a good supervisor? A good supervisor:

- Can lead - adapts to getting a job done with others
- Can organize - keeps a daily schedule
- Can motivate - a positive-type coach
- Has initiative - makes own decisions
- Is assertive - gets started on own

How do you think you rate as a supervisor? Rate yourself on each of the following points. These are qualities that employees list as being important in their supervisors.

How Do You Rate as a Supervisor?

	Yes	No
Are you on top of your job? Do you command respect for your experience?	☐	☐
Do you have the ability to "put on your worker's shoes" in discussing problems that come up?	☐	☐
Are you fair? Do you avoid playing favourites? Do you keep on an even keel?	☐	☐
Do you have great patience?	☐	☐
Do you have a sincere interest in learners?	☐	☐
Are you firm, but supportive?	☐	☐
Are you considerate, especially of the worker's job?	☐	☐

The more "yes" answers you could honestly give to the above questions, the better the job of supervising you're likely to do.

A supervisor gets results through people. Good people relations is the key.

Key Functions of a Supervisor

Function 1: **Deputize:** give the worker a job to do.

Function 2: **Supervise:** develop his or her ability to do the job.

Function 3: **Energize:** provide an environment in which the worker will want to do the job and do it well.

Function 4: **Advise:** provide counselling, corrective action, dismissal.

If people do not feel satisfied with their work situation, they cannot perform effectively for you.

Foundations for Good Relations

- Let workers know how they are getting along.
  - figure out what you expect of them
  - point out ways to improve
- Give credit when due.
  - look for extra or unusual performance
  - give the credit right at the time
- Tell people in advance about changes that will affect them.
  - tell them why if possible
  - get them to accept the change
- Make the best of each person's ability.
  - look for ability not now being used
  - never stand in a person's way

Definition of a diplomat: A diplomat is a person who can tell you "to go to hell" in such a way that you are looking forward to the trip.

Good supervision is getting people to do what you want done, when it should be done and how you want it done because they want to do it.

Remember that employees have to balance work, family, and other personal interests.

In summary, a good guiding principle is to follow the golden rule: treat employees as you would like to be treated.

Building and Supervising Teams

It's a well recognized fact that often a group of people working together can accomplish more than the same people working by themselves.

The challenge to a supervisor is to get a team of people to work together smoothly and efficiently. First, the supervisor needs to know the characteristics of a well-functioning team.

Characteristics of a Well-Functioning Team

- Each individual ought to feel independent in that he or she is capable of doing the job assigned to them.
- Each individual must feel a responsibility to the whole group to look at overall goals and to seek help when needed.
- Each individual needs to be "tuned in" to others to know when an offer of help would be in order but must resist "rescuing" or "protecting" others from their own responsibilities.

The challenge for the team leader is to develop, among your team members, the skills and attitudes of behaving in an interdependent manner.

Tips for Team Building

1. Encourage all members to function interdependently so they:
    - Are aware when someone else needs help and offer assistance.
    - Are responsible for finding out how their part fits into the whole process.
    - Are reliable in meeting deadlines and schedules where others are counting on them.

As a group leader you can assist in this process by doing the following:

- Reward group efforts, not just individual successes.
- Recognize individuals who could be "stars" but, in the team's best interest, put aside their need to shine.
- Communicate your desire for the group to count on each other and you.

2. Keep communications open in the group.

As a group leader, there are two key communications skills you'll need to practise.

- **Good questioning techniques.** Concentrate on asking open questions – those questions which can't be answered with a simple "yes" or "no". Examples of open questions are, "What should we do?" and "What's your main concern right now?" Open questions encourage team members to think and invite them to talk.

- **Good listening.** Stop talking and listen; don't interrupt; concentrate and take notes; listen for ideas not words. To check that you've understood correctly, paraphrase what the person has said.

Delegation

A key part of your role as a personnel manager is to delegate successfully. Delegating means passing responsibilities to others. Whether the person handles that responsibility well or not depends, in large measure, on how you delegate the job.

Most people respond positively to being given responsibility if they are confident they can handle the job. Most of us enjoy the feeling of power that comes from being in charge of some aspect of a job. When an employee enjoys the work and responds positively to responsibility, the quantity and quality of work are enhanced.

Leadership Styles

Which of the following quotes sounds most like you?

- "I tell 'em what to do, how to do it, and when. There's no other way. Someone has to call the shots for this operation."
- "It is usually a mistake for me to finalize production commitments before checking with the crew members. After all, they know what's happening out there."
- "I put most problems into my foremen's hands and let them take it from there. My role is to make sure they know what needs to be done and then get out of the way."

Each of these statements represents a different style of management.

There are many ways to label leadership styles. One's natural leadership style may be more or less effective depending on the people and the situation.

It is important to recognize that no one style is best, rather a mix of styles determined by the people involved (both leader and followers) and by the situation is best.

Tips on Delegating

- Assign responsibility and authority
- Give clear instructions and clearly define what success will look like
- Invite questions and discussion
- Provide feedback and be available to receive employee feedback

Four types of leadership styles are:

- **Directive/Telling - "do it or else".** Managers with this style tend to expect immediate compliance with their directions and solicit very little or no input.
- **Authoritative/Selling -"seeks input".** Managers who use this style tend to manage by providing clear instructions, solicit some input (without leaving any doubt as to who the boss is), monitor behaviour, motivate by both discipline and reward and see influence as a key part of the manager's job.
- **Democratic/Participating -"let's all decide together".** Managers with this style are known for encouraging participation and human resource development. They tend to believe that individuals and groups function best when allowed to work together and therefore tend to feel close supervision or detailed instructions are not necessary.
- **Empowering/Delegating – "colleague, partner, delegator".** Managers with this as their preferred style see themselves as developing human resources and are concerned about high performance and standards. They allow people the flexibility to set goals and objectives consistent with their own business goals, and determine how to address their tasks and problems.

Making Style Fit the Situation

Depending on the people and situation, each of these styles is appropriate to use. Each has advantages and disadvantages.

No one leadership style is best. The most effective style depends on the people involved and the situation. Be flexible to change.

Knowing the advantages and disadvantages of each style will help you decide when it is most appropriate to use it. It may also be appropriate to use different styles with the same employee depending on the stage of development of the employee.

Paul Hershey and Kenneth Blanchard of the Center for Leadership Studies have developed a "Situational Leadership" model that illustrates how to effectively lead an employee or follower to a position of authority. The model is based on the four leadership styles. The following, lists how to use these styles when delegating, the advantages and disadvantages of each, and when it is appropriate to use them.

Situational Leadership Model

Paul Hershey and Kenneth Blanchard

Directive/Telling

Delegation Process – Step 1

When you first begin to work employees into a new area of responsibility, you must tell them what to do. You are very much involved in the job yourself and your relationship with the employee is one of primarily teacher-student and involves considerable one-way communication.

Advantages:

- short term efficiency - fast
- clear line of authority - people know who is in charge and what the desired action is
- can be very productive, especially for the short term

Disadvantages:

- people don't like it
- inhibits growth and development
- may lead to high turnover
- loss of potential good ideas

Appropriate:

- when new tasks involved
- with new or inexperienced employee
- when goals are not being met
- if urgency involved
- if employee is reluctant to take on task
- if task is highly result-oriented

Authoritative/Selling

Delegation Process – Step 2

As the employee advances in competence and confidence, you begin to involve him or her in decisions; to "buy into" the responsibility. Now your relationship with the employee is becoming one of sharing in decisions.

Advantages:

- efficient and timely
- clear who is in charge
- way of exercising power without intimidation
- develops immature people
- decisions are in the best interest of the organization

Disadvantages:

- not conducive to the growth of mature individuals
- some mature people may not like it or may resent it
- could lead to turnover as people mature

Appropriate:

- as employee gains experience and competence
- when employee has some understanding of job
- when employee needs direction and encouragement

Democratic/Participatory

Delegation Process – Step 3

As you progress through this stage, the employee shoulders the majority of the responsibility and you are shifting from selling the person on taking responsibility to participating as needed.

Advantages:

- involves people
- opportunities for growth
- keeps people happy (short run)

Disadvantages:

- time consuming
- losers may disrupt organizational goals
- majority decisions aren't always in the best interests of the organization
- change becomes a source of conflict and may be avoided

Appropriate:

- when employee is familiar with task
- when employee has high level of competence
- when employee/employer share ideas and decisions

Empowering/Delegating:

Delegation Process – Step 4

The employee now has the knowledge and the confidence to take on the responsibility completely. You are there to give support when needed and to evaluate performance. You have turned over the authority to the follower and, therefore, are free to carry out other management tasks.

Advantages:

- encourages growth and development in mature individuals
- long-term productivity
- mature people respond well
- works well if you have committed followers
- encourages maximum creative effort
- frees management discretionary time

Disadvantages:

- doesn't work well with unwilling, unable followers
- followers may not follow
- problems may arise with strong individuals abusing power

Appropriate:

- when employee has ability to take responsibility for making and implementing decisions
- when employee has interest and desire to make and implement decisions

An employee's desire to learn and take on more responsibility is examined in the video "MANAGING PEOPLE ON YOUR FARM."

Examples of Delegating Authority

Example 1: From Picker to Orchard Supervisor

Marie has been picking apples on your farm for five years. You feel she is a natural leader and it is obvious she has the respect of the other workers. You feel you must relieve yourself of supervising in the orchard if you are to effectively manage this farm.

Step 1: Telling

You inform Marie of your decision to promote her to orchard supervisor. She is pleased and scared at the same time. You tell her you will work with her until she feels comfortable in her new role. You then give her some tasks such as discussing with pickers what we might do to make their jobs easier, and you offer training tips where they appear to be needed.

Step 2: Selling

You talk with Marie about decisions you are making, how and why you handled a particular problem in a particular way. Encourage her to make suggestions and ask questions.

Step 3: Participating

She supervises in the morning and you supervise in the afternoon or you in one orchard and she in another. Then compare notes, including feedback from the workers.

Step 4: Delegating

You turn the job over to her, support her if she asks for it, and check with her regularly at coffee breaks or when an opportunity presents itself. At the end of the season, review her performance with her.

Example 2: From Milker to Herdsman

Your herdsman has just left to start farming on his own. You decide to promote Joe, one of the milkers who has been with you for some time, to herdsman.

Step 1: Telling

You inform Joe of your decision. He is pleased but worried that he may not be able to handle the job. You assure him and let him know you will help him as long as he needs you. You then train him to do one of the tasks (such as keeping the breeding records) and monitor his progress.

Step 2: Selling

You discuss with Joe how and why you make certain decisions. He may be concerned about supervising older milkers, but you assure him of your support and suggest how he might approach such a problem (he may see fewer problems when you point out how much of supervision is supporting and affirming those supervised).

Step 3: Participating

You and Joe share the various herdsman tasks and decisions with considerable two-way communication.

Step 4: Delegating

Joe takes full responsibility. You are available if and when he needs your support. You review his performance with him and discuss relevant issues at staff meetings. You are relieved of herdsman responsibilities.

Adapting Your Leadership Style

No one leadership style is best. The most effective style depends on the people involved and the situation.

Consider the following examples about leadership styles.

Appropriate Styles of Managerial Leadership

adapted from Paul Hershey and Kenneth Blanchard; "Lead" 1981*

Directions: Assume you are involved in each of the following situations. **Read** each item carefully and **think** about which alternative would most closely describe your behaviour in the situation presented. **Circle only one choice.**

1. You have formed a work group on your farm to improve productivity and quality. This group has not responded in making requested recommendations for change. Attendance at group sessions has been poor. Meetings have turned into social gatherings. Potentially group members have the talent necessary to help.

   A. Redefine goals and supervise carefully.

   B. Incorporate group recommendations, but see that the objectives are met.

   C. Allow group involvement in setting goals, but don't push.

   D. Let the group work out its own problems.

   In this situation, you are dealing with people who are reluctant to take on tasks and who are not meeting their goals. A directive or telling approach would therefore be most effective. Ⓐ would be the best answer.

2. The observable performance of your group is improving. You have been making sure that all members are aware of their responsibilities and expected standards of performance.

   A. Emphasize the importance of deadlines and tasks.

   B. Engage in friendly interaction, but continue to make sure that all members are aware of their responsibilities and expected standards of performance.

   C. Do what you can to make the group feel important and involved.

   D. Take no definite action.

   In this situation, your employees are gaining experience and competence. You have been giving them directions and feedback. In this instance, Ⓑ would be the best choice.

3. You are considering changing to a structure that will be new to your group. Members of the work team have made suggestions about needed change. The group has been productive and demonstrated flexibility in its operations.

A. Define the change and supervise carefully.

B. Be willing to make changes as recommended, but maintain control of implementation.

C. Participate with the group in developing the change but allow members to organize the implementation.

D. Avoid confrontation; leave things alone.

Here, you are dealing with employees who are productive and competent. They have communicated their ideas to you. Here, a democratic or participatory style is called for. Ⓒ is the best choice.

4. Recent information indicates some internal difficulties among the farm workers. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals. They have worked in harmony for the past year. All are qualified for the task.

A. Act quickly and firmly to correct and redirect.

B. Try out your solution with workers and examine the need for new practices.

C. Participate in problem discussion while providing support for workers.

D. Allow group members to work it out themselves.

In this situation, a group of employees who have proved to be competent and able to meet agreed-upon objectives has encountered some difficulties. Because you know they are trusted employees, it would be best to use empowering or delegating style. Leave them to work it out themselves (answer Ⓓ).

Discussion:

In each of these situations , the Ⓐ response describes a telling style of leadership; Ⓑ describes a selling or authoritative style; Ⓒ describes democratic responses and Ⓓ an empowering or delegating response. Did you find you circled more of one letter than the others? If so, this may be your natural leadership style.

However, because the most effective style depends on the people involved and the particular situation, being able to adapt your style is important.

Being able to be flexible in your choice of leadership style is an important ability for a manager to have. Realize, however, that learning to adapt your style to the situation is a gradual process.

• Full testing and scoring is available from *University Associates of Canada,* 4190 Fairview Street, Burlington, Ontario, L7L 4Y8

Personal Style

Realize 75% of the people you relate to are very different from you. They use time differently, make decisions differently, prefer to relate in different ways, and have different styles of communicating.

Understanding personal styles is also an important management skill because personality directly influences working relationships.

Better results can be realized when both managers and employees are aware of how reactions of others may differ depending on their personal styles.

Here are some examples:

- A "bottom line" person often finds it frustrating to work with someone who spends a lot of time explaining details and alternatives before giving instructions. Conversely, someone who likes details can find it difficult to work with a person who sums up everything in a single sentence.
- Individuals who like to consider a number of alternatives before acting may find it annoying to work with people who just start a job as quickly as possible, and then figure out things as they go. On the other hand, an individual who likes to start right in on a job may find a lot of planning very trying.

Managers who can tune into these differences and modify their approach will get better results from their staff.

Analyzing Your Own Style

A number of different methods have been developed to explore differences in personal style. Over 2,000 years ago, Hippocrates described four types. Since his time, we have changed the names and added some to the description, but the basics remain the same.

Hippocrates named the personality types after various fluids in the body: **"choleric"** for hard-driving and impatient individuals; **"sanguine"** for happy-go-lucky types; **"phlegmatic"** for slow moving, steady souls; and **"melancholy"** for those who are sensitive and introspective.

The method we use in this book to distinguish personal styles is one developed by The Consulting Resource Group International, Inc. Their **Personal Style Indicator** is a self-quiz which helps you determine your predominant personal style. (See References at the back of this book, for address and phone number if you wish to order the Indicator).

Personality Profiles

Behavioral Style **Action** *(Also called choleric, driver, or dominant)* You are goal-oriented, disciplined, independent, decisive, and efficient. You favour "bottom-line" thinking and push for results and accomplishments.	**Cognitive Style** **Analysis** *(Also called phlegmatic, analytical or steady)* You are task-oriented, thorough, logical, precise, serious, and systematic. You prefer working with facts in a methodical and careful manner.
Affective Style **Expression** *(Also called melancholy, compliant or amiable)* You are people-oriented, cooperative, friendly, supportive, patient, and loyal. You like to be liked and are motivated to work with others in a joint effort. You try to influence others through creative use of speaking, dancing, art or music.	**Interpersonal Style** **Harmony** *(Also called sanguine, inspirational or influencing)* You are idea-oriented, outgoing, enthusiastic, cooperative, and persuasive. You like to initiate relationships and motivate others towards goals.

Adapting Your Style

Always reacting in a way that is agreeable to your own personality style will not always make you the most effective manager. To be truly effective, you need to determine what kind of style each of your employees reacts to best.

Remember, your personal style is often a mix of the four types described above. People often react in a different way in different situations. You should not try to pigeonhole people.

Think of the people you work with and try classifying them under the personality style that best describes them. Then think about what might be the most effective way to interact with them, using the chart on the next page.

Self-knowledge + flexibility = change

Interacting with Different Personality Styles

Behavioural Styles **Action**	*Cognitive Styles* **Analysis**
Want others to: Give them summarized facts Respect their judgments Support them to reach goals Cope with unwanted details Cooperate with them	**Want others to:** Give them detailed information Ask for their opinions Not interrupt their work Treat them with respect Do quality work the first time
Get most upset when others: Are too slow Get in their way Talk too much Try to be in control Waste time	**Get most upset when others:** Move ahead too quickly Don't give them enough time Are vague in their communications Don't appreciate their efforts Are too personal or emotional
Respond best to: Direct, honest confrontations Logical, rational arguments Fair, open competition An impersonal approach Getting results quickly	**Respond best to:** Diplomatic, factual challenges Arguments based on known facts Freedom from competitive strain Friendliness, not personal contact Doing tasks well and completely
Affective Styles **Expression**	*Interpersonal Styles* **Harmony**
Want others to: Give them opportunity to speak Admire their achievements Be influenced in some ways Take care of details for them Value their opinions	**Want others to:** Make them feel they belong Appreciate them for their efforts Be kind, considerate, thoughtful Trust them with important tasks Value them as persons
Get most upset when others: Are too task oriented Confine them to one place Are not interested in them Compete for and win attention Seem judgmental of them	**Get most upset when others:** Get angry, blow up, or are mean Demand that they be too mobile Take advantage of their goodness Are manipulative or unfair Are judgmental of others
Respond best to: Being challenged in a kind way An influencing, sales approach Enjoyable competition Affection and personal contact Having a good time	**Respond best to:** A gradual approach to challenging A factual, practical approach Comfortable, friendly times Respecting their boundaries Conventional, established ways

Adapting Your Style (cont'd)

Putting Theory into Action: An Example

Saying "Thank you"

Showing appreciation for what your employees do is an essential leadership task. Managers should take some time to consider what is important to each employee and think about how best to show appreciation. Raises, bonuses, time off, training, new activities and promotions are all concrete ways of backing up a "thank you".

How best to say "thank you" will depend on the individual involved and the situation.

Consider the case of the following four employees.

> Mark is a steady, patient, reliable worker. He arrives, leaves and gets things done on time. He does things "by the book", following routine and standard operating procedures. He values hard work, loyalty, belonging, tradition and thinks of long-term results. Recognition that Mark would find meaningful would include traditional activities such as summer picnics and family Christmas parties. As well, special efforts and accomplishments are important to him.
>
> Susan thrives on change and excitement. She interacts well with colleagues and quickly gets people to cooperate. She focuses on short-term results and easily solves problems of a practical nature. Routine can be difficult for her. As you think of ways to show Susan appreciation, remember that she enjoys celebrating in informal get-togethers with friends and co-workers and likes being noticed for getting results quickly and for taking some risks.
>
> Steve is the analytical one of the group. He likes to take extra time to produce quality work the first time. He's innovative - turn him loose with your accounting system and he'll come up with a better way to handle it. To say "thank you" to Steve, realize that he appreciates recognition for his ideas and efforts. He likes new, challenging projects, detailed information and opportunities to offer his opinion on matters that affect him. He also values learning opportunities.

> Miriam is a great people person. Just when things are getting a little tense, Miriam can step in and smooth things over. She is aware of the feelings of others and approaches issues with sensitivity. Despite her strong commitment to cooperative work relationships, she does not want to be seen as a cog in a wheel. The best way to compliment Miriam is to recognize her unique contributions to the group. She appreciates others being kind, considerate and valuing her as a person.

Managers can show their appreciation for their employees in concrete ways, such as a bonus or raise, and by giving employees recognition that is important and meaningful to them.

Giving Feedback or Instructions

Be flexible. Some employees will respond well to a logical and impersonal approach. Others will find this threatening and will react better to a personal approach.

Remember that nobody is too sensitive. When we deal with people we need to respect how they feel. By being sensitive to individuals, employers can greatly enhance working relationships and productivity.

Courses on communication are available to employers through volunteer, church groups, community colleges, universities and private consultants.

Special Supervisory Situations

The management skills discussed so far in this book – leadership, supervision, delegation and adapting to personality style – apply to all personnel but you may need to give special consideration to different situations. We discuss some special, but quite common, agriculture and horticulture management situations.

Family Members

A farmer recently said to an extension agent, "I do not attend your labour management meetings since we operate a family farm."

Labour management is sometimes thought to be the handling of hired employees. But this is too narrow a definition. Although family members may not be regarded as "employees" in the traditional sense of that word, their skills and capabilities should be a major consideration in the labour management process.

The combination of business and family that occurs in the family operation results in a **complicated set of dynamics.**

Some suggestions follow:

- **Clarify what is expected from all concerned.** Define hours to be worked, days off, sick leave, holidays etc.
- **Pay fair wages** for work done. **Do performance reviews.** Such practices can help overcome the tendency to let emotions and unreal expectations rule. Avoid playing favourites.

An example: Jill is a hard-working daughter of the Jones family. The Jones operate a purebred dairy farm. Jill sometimes feels cheated by her older brother, Jim, who is destined to manage the farm. Despite Jill's hard work and natural way with livestock, she is always aware Jim receives the praise.

- **Be clear on who is the boss.** Studies show that employees want to know who is in charge. On some family operations it seems that everyone assumes that they are in charge. When several "bosses" are involved in giving directions to an employee or a group of employees, the results are almost always disastrous. Labour management principles tell us that it is important that the "real" boss be identified and that he or she be responsible.

Qualities of Successful Family Businesses

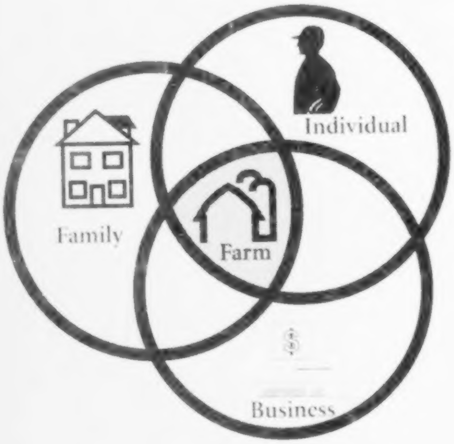
1. Shared values around work, savings, charity, risk, family, etc.
2. Shared power between spouses, across generations, and among siblings
3. Traditions that promote healthy group identity
4. Willingness to learn and grow which promotes group problem solving
5. Joint recreational activities that maintain strong family and business relationships
6. Genuine caring for family business members
7. Mutual respect that is based on trust and love

(continued ...)

8. Support and assistance for one another especially in times of grief and loss
9. Privacy – respect for one another's individual space
10. Well defined interpersonal boundaries. (This means avoiding third party communications about business and personal conflicts.)

Adapted from the work of David Bork, Aspen Family Business Group, Aspen, Colorado.

- **Develop effective and open communication skills.** Problems that arise need to be discussed, not ignored with the hope that they'll go away.
- **Use competency, training, and desire** as the primary criteria for hiring and promoting family members rather than gender or birth order.
- **Develop an understanding** of respective individual, family and business roles and where boundaries may overlap. The figure below illustrates how these three components affect each of the others.



Overlapping Boundaries of Family Businesses

The Small Operation

The workforce on many small farms or horticultural businesses consists of the owner, some unpaid family members and a regular hired employee. Resulting problem often is –

> The owner continues to work as hard as if there were no hired employee involved. He or she has had little experience in managing employees. The major objective is often to make sure that the employee works as hard or harder than the owner.

To avoid these problems:

- have a job description for the employee (See Book 2, *Hiring*, in this handbook series.)
- have an agreement spelling out the hours of employment.
- give responsibility to the employee for specific tasks (make sure they are not all of the unpleasant ones.

8. Support and assistance for one another especially in times of grief and loss
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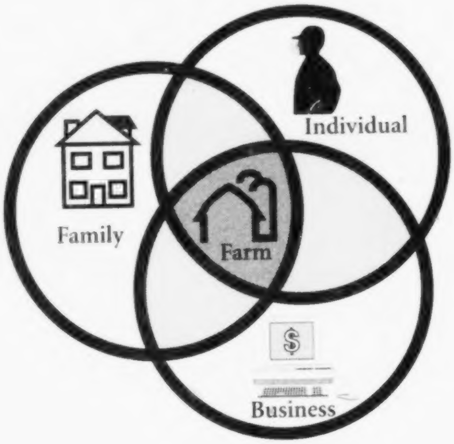

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Temporary or Seasonal Workers

Temporary employees often require close supervision. Worker productivity is directly related to the amount of personal contact and trust shown between the supervisor and worker. In training temporary employees, keep your approach fairly simple, though sufficient to do designated tasks efficiently and effectively. Over time, you may want to invest more training in those who show potential and interest in staying at this employment longer than originally planned.

These employees will tend to view this job as a means to an end: for example, to secure money to meet various personal needs or have some income until a permanent position can be found. Because of this, **your pay structure is very important.** Continually develop work plans and schedules and exercise close supervision.

Researchers in Ohio and California found that seasonal worker productivity is greatly enhanced by the following:

- Careful screening and selection of potential candidates with on-site testing including a pre-employment work test.
- Clearly communicated instructions and expectations.
- Close personal contact with supervisor. This includes visiting with workers both on and off the job. For example, one employer never missed a birthday party for any seasonal employees.
- Immediate feedback on worker productivity, i.e. $/day, kg/person
- Clear expectations through orientation process and job descriptions.

Living and Working in the Same Yard

In many situations, hired employees are supplied housing as a part of their employment package and often the house is located in the same yard as the owner. This situation can give rise to several problems which need to be managed carefully.

a) Privacy

Hired employees and their families need and have a right to privacy. Lack of privacy can lead to tension and friction which otherwise may not occur. Consider some of the following methods to create some privacy for your employees.

- Place the house some distance from your own (this could be a solution if a mobile home were supplied)
- Plant hedges or build fences
- Respect your employee's privacy

b) Infringing on time-off

Respect time-off. It can be very tempting to ask for assistance that "will only take a minute" when your employee is handy, even if he or she isn't on duty. Even though employees may be willing to help out, it's important not to take advantage of their good nature. Don't force your employee to leave the property in order to get any free time.

Acknowledge any extra emergency help in some tangible way i.e. bonus, extra pay, time off, etc. Don't just say thanks.

c) Repairs and maintenance

Make it very clear who is responsible for repairs and maintenance required in the employee's house. If you are responsible for replacing worn-out appliances (for example), then do it promptly and willingly. Expecting your employee's family to live with non-functioning essentials such as a stove or hot water heater is bound to create resentment.

d) Kids and dogs

There are no easy solutions to offer if problems arise relating to pets or children. It may be your dog that howls all night and keeps your employees awake or it may be the other way around. It may be friction between your children and theirs could arise. These are difficult situations to handle. Being aware of them and discussing them in advance may help.

e) Family safety

The safety of children in a farm situation is a matter for the mutual discussion and input of all concerned. Everyone should be aware of a clear-cut policy relating to the safety of children on the farm and be equally responsible for maintaining the rules.

Dealing with Cultural Diversity

Working with people who look, believe or act differently from you may be difficult or uncomfortable. You may not know what to say or to expect. Certain people may not react when you speak to them or perform in the way you expect.

Understanding Other Cultures

Learning to understand and respect your employees of other cultures will go a long way toward making your association with them both comfortable and productive.

Many misunderstandings arise because people from different cultures interpret or react to certain situations very differently. Consider the following example.

> Jack White managed a team of Asians who worked for his greenhouse operation. He had developed a plan to reduce the number of hours needed to do many of the greenhouse operations. He knew he needed the co-operation of the team members to make it work, so he called a meeting to discuss his idea. No one disagreed so the new plan was implemented.
>
> Within the first few weeks, it was evident that the workers weren't doing what they had agreed to at the meeting. Jack felt angry that the team hadn't done what they agreed to do.

In many cultures, saying "no" to someone's request or offer, no matter how unreasonable, is taboo. In other cultures, "no" is never said to one in authority. Other signals of disagreement may be used. The untrained manager who misses these signals may feel that an agreement has taken place and be surprised when what "was promised" never happens. **Silence doesn't always mean agreement.**

Different cultures may have different ways of viewing time, of communicating and expressing emotion, or of handling conflicts. **Try to learn as much as possible about the culture of your employees.**

One approach you might use to deal with cultural diversity is to **appoint an advisor** from among your employees to share information with you on such things as religious holidays, communicating and working between genders, food and hygiene issues, considerations around respect and norms, and acceptable dress. One greenhouse operator found it was necessary to supply individual water bottles for workers to comply with their religious customs.

Tips for Bridging a Language Barrier

When people are speaking different languages (or using unfamiliar jargon), it can easily cause misunderstanding and hard feelings. Here are some ways to bridge the language barrier.

- **Learn some of the language** of a culture you deal with regularly. Knowing how to say "Hello," "Goodbye," "Please," "Thank you," etc. helps to create respect and goodwill.
- **Use an interpreter.**
- **Be patient** with people who speak your language less fluently than you. Also, speak more slowly, use simple words and avoid slang. Do not raise your voice and speak louder as if the other person were hard of hearing.
- **Listen carefully** and check back with each other from time to time to ensure you're each getting the message across.
- **Have employees translate** important signs and information bulletins to enhance overall workplace safety and productivity. Examples might include orientation handouts, or signs relating to pesticide storage, first aid and equipment maintenance.

Substance Abuse in Employees

Alcohol (and/or drugs) and work constitute a dangerous mix. An employer who has an employee with a drinking or drug problem has a responsibility to deal with it.

What an Employer Should Do

1. Verify that alcohol or drugs are the cause of an employee's impairment. Make sure that something else, such as sickness or stress, isn't the cause.
2. Take steps to remove impaired employees from the workplace, ensuring that they do not cause harm to themselves or to others by operating equipment or vehicles. Make a record of the event and have a witness, if possible.

3. Use judgement and discretion. It is often best to have the employee take the day off without pay and take disciplinary or other appropriate action at a later time.

An employer is in a good position to help an individual with a drinking problem. By doing nothing, an employer becomes an "enabler", a person who allows the problem to persist by covering up and allowing the employee not to face the issue.

Guidelines for Dealing with a Substance Abuser

1. Outline what will happen if the employee continues to drink. Discuss the problem with the employee in a private meeting; write down the circumstances and your expectations as an employer. Let the employee know you would like to see his or her problem resolved.

2. Don't threaten unless you are prepared to follow through. To threaten and not follow through only reinforces to the substance abuser that there will not be any consequences for his or her behaviour.

3. Focus on the problem behaviour, not on the individual. Don't use violence, either physical or verbal, and avoid nagging or provoking.

4. Stick to the subject. One of the ways substance abusers avoid responsibility for their actions is to try to turn attention to other topics.

5. Know what professional help is available in your area and encourage your employee to seek it.

For information on disciplinary action, refer to the section on progressive discipline in book 5 of this series, *Communications, Problem Solving and Disciplining.*

VACATION AT A GLANCE

19__________

LIST ALL EMPLOYEES:	VACATION DAYS AVAILABLE:

JANUARY		FEBRUARY		MARCH		APRIL	
(NAME)	(DATES)	(NAME)	(DATES)	(NAME)	(DATES)	(NAME)	(DATES)
MAY		**JUNE**		**JULY**		**AUGUST**	
(NAME)	(DATES)	(NAME)	(DATES)	(NAME)	(DATES)	(NAME)	(DATES)
SEPTEMBER		**OCTOBER**		**NOVEMBER**		**DECEMBER**	
(NAME)	(DATES)	(NAME)	(DATES)	(NAME)	(DATES)	(NAME)	(DATES)

ABSENTEE RECORD FOR:

19 ________

NAME: ________

SOCIAL SECURITY# ________

EMPLOYEE# ________

JOB TITLE: ________

DATE OF HIRE ________

ELIGIBLE SICK DAYS: ________

ELIGIBLE VACATION DAYS: ________

D=DISCIPLINE
F=FUNERAL
H= HOLIDAY
J= JURY DUTY
L= LEAVE OF ABSENCE (medical / personal)
O= OTHER
P=PERSONAL (PAID)
S=SICK
V=VACATION
U=UNEXCUSED
W=WORKER'S COMPENSATION

Use reverse side of card for notes!

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	REASON FOR OTHER
JANUARY																																
FEBRUARY																																
MARCH																																
APRIL																																
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OCTOBER																																
NOVEMBER																																
DECEMBER																																

NOTES:

Compensation Agreement

Date ____________________

Employee ____________________

	Example		Your Plan	
Employee's Responsibilities:	Son, John age 21, contributing only labour to the farm business. Provide labor where needed.			
	Cash Received Per Year	Value Other Benefits Per Year	Cash Received Per Year	Value Other Benefits Per Year
Cash Wages	$7,200			
Bonus/Incentive Payments				
Crop ____________________				
Livestock ____________________				
Other/bonus ____________________	200			
Fringe Benefits				
Housing, room and board		$2,400		
Utilities				
Meat, milk and other produce				
Other (car, gasoline etc)		240		
Insurance (health, accident and life)		700		
Social security paid by employer		500		
Workman's compensation paid by employer				
Total Cash/Benefits Received	$7,400	$3,840		
Grand Total	$11,230			

Supervisory Management Tools *(continued)*

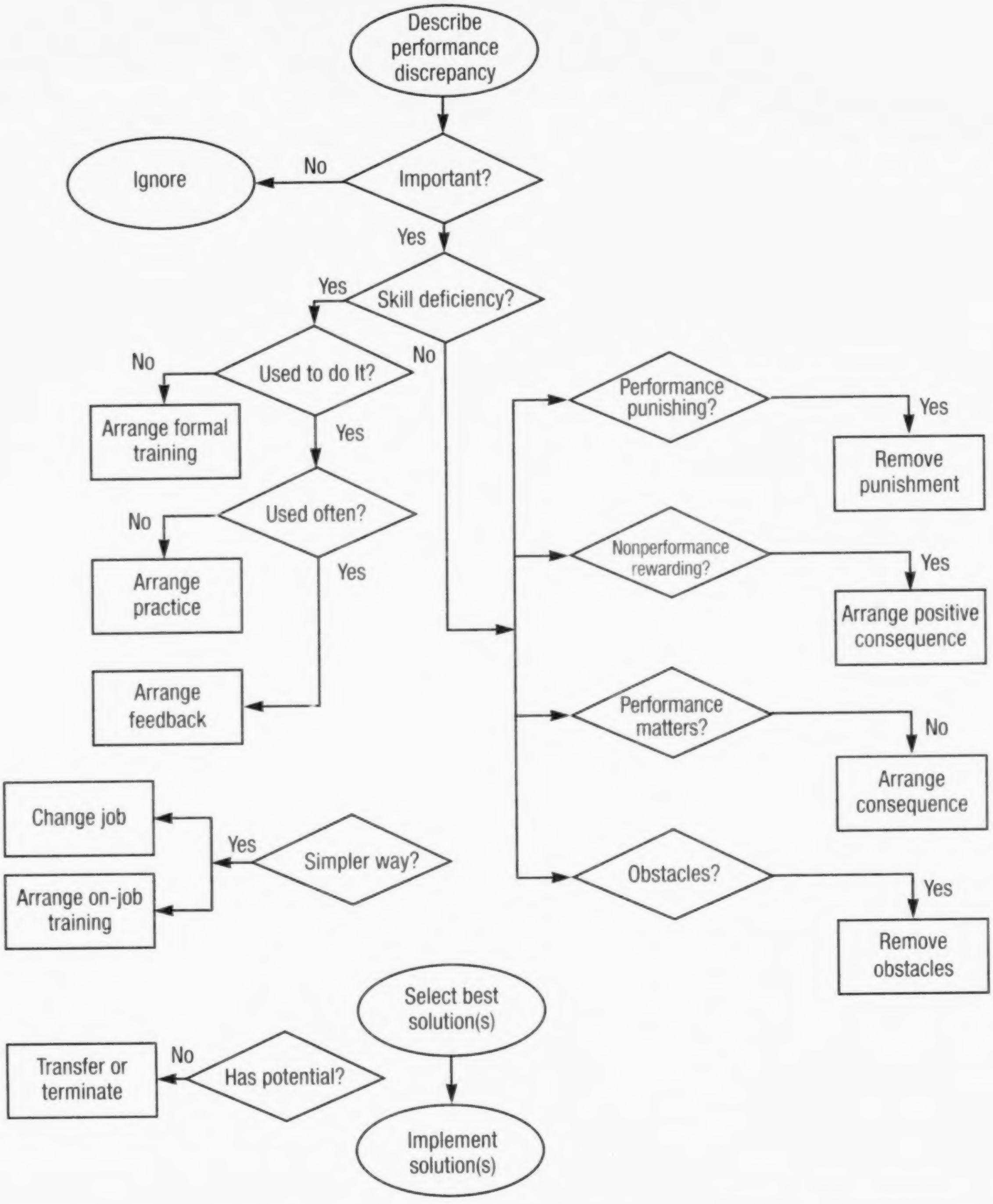
Examples of Bonus/Incentive/Share Arrangements

The following examples of incentive programs should be used only as an example and be adjusted to your situation. They should be tied to work responsibilities carried out by the employee and over which he/she has some control.

Suggested Incentives	TYPE OF EMPLOYEE STATUS		
	Semi-Skilled	**Skilled**	**Supervisory Management**
Normal Incentive Should Equal to:	2-5% of cash wages	4-10% os cash wages	5-40% of cash wages
General Farm	End of year bonus $100-$400 per year plus $50 for each year of service	End of year bonus = $200-$600 per year plus $75 for each year of service	Put emphasis on incentive plans
Small Farm	Pay 1 1/2 times cash wage rate for each hour worked over 60 hours per week		2% of the net cash income
Large Farm	Pay 1 1/2 times cash wage rate for each hour worked over 48 hours per week		1-4% of net cash income
Crop Farm	$1-$2/hour tractor driven after 7:00 p.m. (paid weekly)	$1-$3/hour tractor and/or combine driven after 7:00 p.m. (paid weekly)	2-6 cents per crate of lettuce produced over county average
	$2-$3/hour tractor driven after 11:00 p.m. (paid weekly)	$2-$5/hour tractor and/or combine driven after 11:00 p.m. (paid weekly)	5-15 cents per bushel of soybeans produced over county average
Dairy	$1-$3 for each cow detected in heat $3-$5 per calf weaned if death loss kept below 10% $5-$10 per calf weaned if death loss kept below 5%	Calving interval $100 = 13.5 months $200 = 13 months $400 = 12.5 months	Herd milk Production avg. 14,000# = $100/year 16,000# = $400/year 18,000# = $800/year 20,000# = $1600/year
Hogs	$0.50-$0.75 for each sow detected in heat	Pigs saved per litter 7.5 = $50 8.0 = $150 8.5 = $300 9.0 = $500 9.5 = $900	Feed conversion farrow to finish 400# = $100/year 375# = $200/year 350# = $400/year 325# = $700/year 300# = $1,100/year
Beef	$1-$2 for each feeder detected sick, treated and recovered	Calf crop sold 85% = 100 90% = 200 95% = 400 100% = 700	Same as other two categories

CAUTION: These are mock examples. Contact local employment offices for typical arrangements for your area.

Deciding on Solution to Performance Problems


Describe performance discrepancy
Important?
No
Ignore
Yes
Skill deficiency?
Yes
No
Used to do It?
No
Arrange formal training
Yes
Used often?
No
Arrange practice
Yes
Arrange feedback
Performance punishing?
Yes
Remove punishment
Nonperformance rewarding?
Yes
Arrange positive consequence
Performance matters?
No
Arrange consequence
Obstacles?
Yes
Remove obstacles
Change job
Arrange on-job training
Yes
Simpler way?
Select best solution(s)
Transfer or terminate
No
Has potential?
Implement solution(s)

A Form to Make Job Safety Training Card

JOB SAFETY ANALYSIS	JOB TITLE *Banding Pallets*		DATE: *00/00/00*	☒ NEW ☐ REVISED
	TITLE OF PERSON WHO DOES JOB: *Bander*	SUPERVISOR: *James Smith*	ANALYSIS BY: *James Smith*	
COMPANY/ORGANIZATION: *XYZ Company*	LOCATION: *Trenton*	DEPARTMENT: *Packaging*	REVIEWED BY: *Sharon Martin*	
REQUIRED AND/OR RECOMMENDED PERSONAL PROTECTIVE EQUIPMENT: *Gloves - Eye Protection - Long Sleeves - Safety Shoes*			APPROVED BY: *Joe Bottom*	

SEQUENCE OF BASIC JOB STEPS	POTENTIAL HAZARDS	RECOMMENDED ACTION OR PROCEDURE
1. Position portable banding cart and place strapping guard on top of boxes.	*1. Cart positioned too close to pallet (strike body & legs against cart or pallet, drop strapping gun on foot).*	*1. Leave ample space between cart & pallet to feed strapping - have firm grip on strapping gun.*
2. Withdraw strapping and bend end back about 3".	*2. Sharp edges of strapping (cut hands, fingers & arms). Sharp corners on pallet (strike feet against corners).*	*2. Wear gloves, eye protection & long sleeves keep frim grip on strapping-hold end between thumb & forefinger - watch where stepping.*
3. Walk around load while holding strapping with one hand.	*3. Projecting sharp corners on pallets (strike feet on corners).*	*3. Assure a clear path between pallet & cart - pull smoothly - avoid jerking strapping.*
4. Pull and feed strap under pallet.	*4. Splinters on pallet (punctures to hands and fingers). Sharp strap edges (cuts to hands, fingers and arms).*	*4. Wear gloves - eye protection - long sleeves. Point strap in direction of bend - pull strap smoothly to avoid jerks.*
5. Walk around load. Stoop down. Bend over, grab strap, pull up to machine, straighten out strap end.	*5. Protruding corners of pallet splinters (punctures to feet and ankles).*	*5. Assure a clear path - watch where walking - face direction in which walking.*
6. Insert, position and tighten strap in gun.	*6. Springy and sharp strapping (strike against with hands and fingers).*	*6. Keep firm grasp on strap and on gun-make sure clasp is positioned properly.*

JOB SAFETY ANALYSIS	JOB TITLE		DATE:	☐ NEW ☐ REVISED
	TITLE OF PERSON WHO DOES JOB:	SUPERVISOR:	ANALYSIS BY:	
COMPANY/ORGANIZATION:	LOCATION:	DEPARTMENT:	REVIEWED BY:	
REQUIRED AND/OR RECOMMENDED PERSONAL PROTECTIVE EQUIPMENT:			APPROVED BY:	

SEQUENCE OF BASIC JOB STEPS	POTENTIAL HAZARDS	RECOMMENDED ACTION OR PROCEDURE

Personnel Evaluation Report for Farm Office Worker

Instructions to the evaluator:
This report should be an honest and objective evaluation of the employee's performance. The factors should be rated on the basis of current performance and not on future expectations. Avoid letting your appraisal of one quality influence your judgement on another. Do not give disproprtionate weight to single, isolated deviations from the normal.

Name	Department	Date
Job Title	Length of time on this job	

Quality of work (disregard quantity)

5	4	3	2	1
___ Extremely neat and accurate.	___ Good accuarate worker. Makes few mistakes.	___ Adequate, some improvement desirable.	___ Barely up to minimum standards. Often inaccurate.	___ Below minimum standards. Much room for improvement.

Quantity of work (disregard quality)

5	4	3	2	1
___ Outstanding volume.	___ Well above average volume.	___ Adequate volume.	___ Barely up to minimum standards.	___ Below minimum volume standards. Much room for improvement.

Job knowledge (technical)

5	4	3	2	1
___ Expert. Has superior knowledge.	___ Well-rounded knowledge. Seldom needs assistance.	___ Possesses acceptable acceptable knowledge.	___ Knowledge is adequate to perform minimum job requirements.	___ Very limited knowledge. Needs frequent assistance.

Responsibility (ability to plan and direct work)

5	4	3	2	1
___ Plans and carries out own work in a superior manner. Self-sustaining.	___ Plans and carries out work well. Requires little supervision.	___ Requires occasional work direction.	___ Carries out only the most obvious tasks without follow-up.	___ Always waits to be directed.

Appearance (personal grooming habits)

5	4	3	2	1
___ Outstanding. Makes excellent impression.	___ Neat. Better than average impression.	___ Presentable by average standards. Good imporession.	___ Fair appearance. Could use some improvement.	___ Careless, unkempt.

Personality (ability to get along with others)

5	4	3	2	1
___ Exceptionally pleasing. Very highly regarded.	___ Favorable impression. Well liked and accepted.	___ Usually well-liked. Usually makes a favorable impression.	___ Some difficulty gaining acceptance.	___ Negative. Antagonistic. Arouses resentment.

Service Awareness (ability to please public)

5	4	3	2	1
___ Always pleases public. Goes out of way to serve them.	___ Gets along with public. Seems to please them.	___ Does an adequate job in public relations.	___ Seldom goes out of way to please public.	___ Does not try to satisfy. Appears disinterested.

Promotional potential (check the appropriate statement below and explain reason for choice)

___ Now ready for promotion or transfer (indicate job duties that you believe employee is capable of performing)
___ Of maximum value to the company and of greatest personal effectiveness in present assignment
___ Adequate in present job but not yet qualified for promotion
___ Not adequate in present job - no potential for promotion

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Notes

Employers' Handbook
for
Owners, Managers and Supervisors in Agriculture and Horticulture

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EMPLOYERS' HANDBOOK

for Agriculture & Horticulture

Book

4

Training, Motivation & Evaluating

Second Edition $10.00/Set

Employers' Handbook

The Employers' Handbook project was initiated and coordinated by the Ontario Agricultural Human Resource Committee (OAHRC). OAHRC was organized in 1994 by the public and private sector, through the Canada/Ontario Committee on Agricultural Employment. The Committee is chaired by the private sector and meets to discuss ways to address human resource issues.

This project will serve to strengthen your ability as owners, managers and supervisors of an agricultural or horticultural workplace, to effectively deal with increasing workforce management expectations that are being placed on you. These new expectations are largely due to changing business practices, to changing government regulations, and to the global marketplace.

Copies of the Employers' Handbook are available from OMAFRA (Ontario Ministry of Agriculture, Food and Rural Affairs)or HRCC (Human Resources Centre - Canada) field offices, or by contacting the OAHRC office:

320 Green Rd.
Caledonia, Ontario
N3W 1X3

Ph: (905) 765-0441
Fax: (905) 765-9090

A TV picture, like the one you see in the left margin, tells you that the topic you are reading is also covered in a video. These videos were prepared by the Canadian Farm Business Management Council (CFBMC). The 6 titles are:

1) Managing People on Your Farm
2) Hiring the Right Person
3) How to discipline
4) Supervising People
5) Job Descriptions and Performance Reviews
6) Compensation

To order contact:

Independent Study / OAC ACCESS,
University of Guelph,
Guelph, ON, N1G 2W1;
phone (519) 767-5050.

Employers' Handbook for Owners, Managers and Supervisors in Agriculture and Horticulture

Book Four

Training, Motivating & Evaluating

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Printed in 1996 for use in Ontario through the contributions of:

Ontario Agricultural
Human Resource
Committee

Horticultural Human
Resource Council
Ontario Region

Ontario
Ministry of Agriculture,
Food and Rural Affairs

OATI
Ontario Agricultural Training Institute

Agriculture and
Agri-Food Canada

Human Resources
Development Canada

Acknowledgements

Ontario Agricultural Human Resource Committee

Landscape Ontario Horticultural Trades Association
Ontario Agricultural Commodity Council
Ontario Farm Women's Network
Ontario Farmers With Disabilities
Ontario Flue-Cured Tobacco Growers' Marketing Board
Ontario Fruit And Vegetable Growers' Association
Ontario Milk Marketing Board
Ontario Pork Producers Marketing Board
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Human Resources Development Canada
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Ontario Ministry of Labour

Ontario Horticultural Human Resource Council

Flowers Canada (Ontario)
Landscape Ontario Horticultural Trades Association
Nursery Sod Growers Association of Ontario
Ontario Fruit & Vegetable Growers Association
Ontario Mushroom Growers
Ontario Specialty Crop Producers
Worker Representatives
Human Resources Development Canada
Ontario Ministry of Agriculture, Food and Rural Affairs
Ontario Agricultural Training Institute
University of Guelph

We extend appreciation to the Ministry of Agriculture, Fisheries, Food and Rural Affairs of British Columbia, for allowing us to use their Farm Employers' Handbook. It was a guide from which we developed a similar resource for use in Ontario.

We acknowledge the input from Gayle Bogart, Archie Heaslip and Tom Nesbitt, and the assistance of other field staff of the Agricultural Employment Services.

We appreciate the resource development experience and written input provided by Brenda Watson of the Ontario Agricultural Training Institute and Bev Rawn of the Ontario Ministry of Agriculture, Food and Rural Affairs.

We also appreciate the help given by the following farmers, managers and human resource practitioners who reviewed and offered input to the first draft of this handbook:

Cam Edgar
Margaret E. Hunsberger
Murray Porteous
David Ward
Shirley Doey
Jack Streef
Larry Van Acker
Rose Hammill
Brian Kennedy

Ontario revisions written by:	Ken McEwan, Ridgetown College Lorne Owen, BCMAFFRA
2nd Edition revisions by:	Ken McEwan, RCAT Bev Rawn, OMAFRA Ralph Luimes, OAHRC
Illustrations and Layout:	Andrew Schaafsma Advertising
Copy Edited:	Patricia Davidson and Barb Shipley
Managing Editor:	Ralph Luimes
Associate Editor:	Rob Witherspoon

Book Four – Training, Motivating & Evaluating

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Introduction

The Employers' Handbook is written as a guide to owners, managers and supervisors in agricultural and horticultural operations. This handbook will help you:

- To recruit better employees
- To supervise, motivate and train your employees to reach desired performance
- To discipline and fire employees should that be required.

Use this handbook to help you achieve sound human resource management practices which can result in increased productivity, reduced staff turnover, and satisfied employees and managers.

This handbook is divided into five books. You should familiarize yourself with the contents of each book and place the books where they can be easily found. Make sure you refer to them when you need specific information.

Book Four

Training, Motivating & Evaluating *is book four.* It discusses several ways in which managers can promote high level performance from workers.

- Developing worker ability through training.
- Creating a motivational climate in the workplace.
- Paying fair wages and offering valued benefits.

A constructive exchange of information through high performance evaluations can lead to enhancement of both ability and motivation.

REMEMBER

A TV icon, like the one you see in the left margin, tells you that information in the text is supported by extra information in the video available from CFBMC (Canadian Farm Business Management Council). A brief description of the content you will see in the video will be given in the left margin under the TV icon.

Managing for High Performance

How well employees perform their jobs **depends on both their ability and their motivation – what they can do as well as what they will do.** Neither of the two is sufficient by itself to ensure good work. Despite being extremely dedicated, enthusiastic, and hard-working, a person with no mechanical skill will not be able to overhaul the tractor engine. And even a topnotch mechanic will not get the job done right if he/she does not want to.

So managers who want better worker performance may need to **consider management practices that affect either ability, motivation or both.** Some workers can outperform others on any given task, and all workers have a range of performance levels that vary over time and by type of job. The central challenge of personnel management, simply put, is to employ the most capable people in the tasks and under the conditions that bring out their best work.

In this book we first discuss building worker ability through training and then move on to aspects of management more directly tied to motivation.

High Performance Cycle

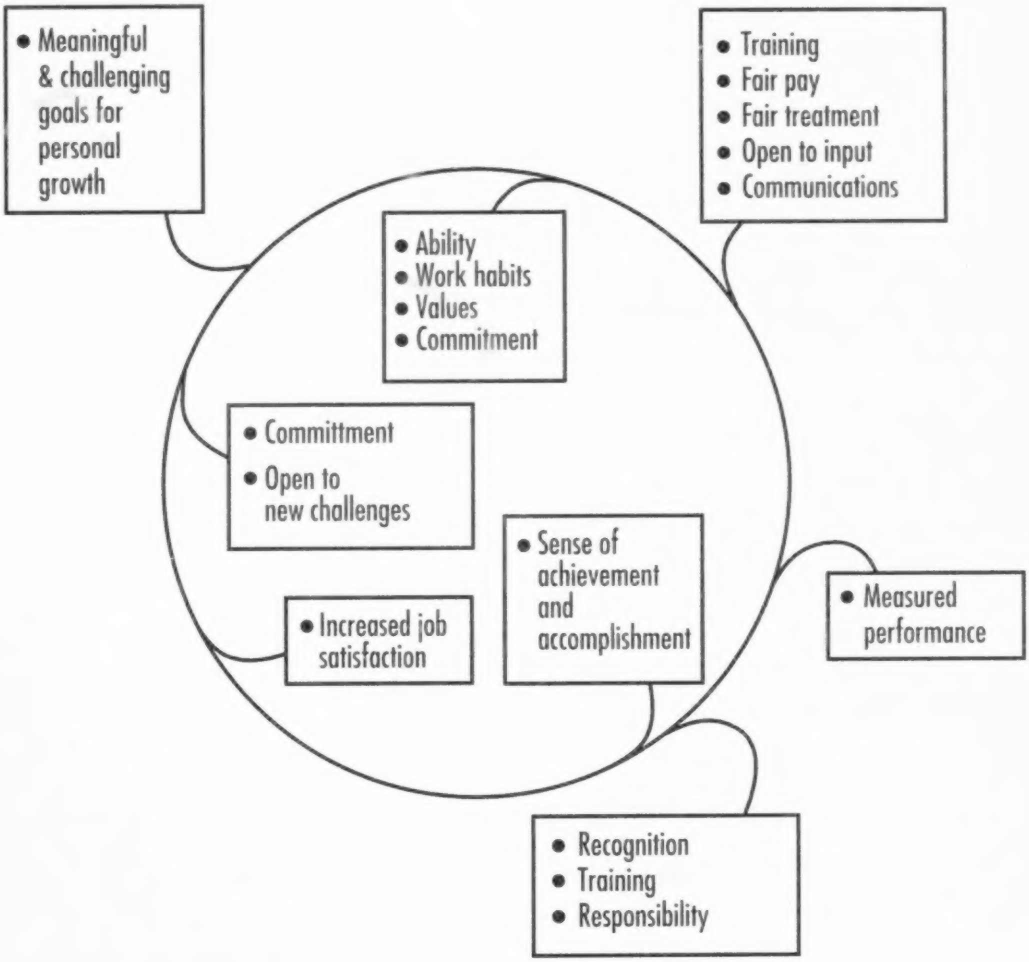
Productivity depends on many factors and there is a complex relationship between motivation to work and job satisfaction. A number of factors combine to create an atmosphere in which worker productivity can flourish. These factors are illustrated in the high performance cycle, illustrated on the next page.

Supervisors have tremendous influence on employee productivity. These influences are noted on the outside portion of the circle. Changes in the employee are noted within the circle. The most effective tools an employer has are:

- Setting meaningful and challenging goals
- Providing clear instructions that are well understood
- Giving measured performance reviews, and
- Recognizing personnel through thank you's and other meaningful rewards.

High Performance Cycle

(Adapted from Lock & Latham)


• Meaningful & challenging goals for personal growth
• Training
• Fair pay
• Fair treatment
• Open to input
• Communications
• Ability
• Work habits
• Values
• Commitment
• Committment
• Open to new challenges
• Sense of achievement and accomplishment
• Measured performance
• Increased job satisfaction
• Recognition
• Training
• Responsibility

Factors influenced by the supervisor are outside the circle.
Factors influenced by the employee are inside the circle.

Training

Why Train?

Tools for Motivation

- ☑ Provide training
- ☐ Create motivational climate
- ☐ Evaluate employee/employer performance
- ☐ Pay fair wages

New employees usually come to the job **not fully equipped** to do their new job. Training that they receive once on the job can make up the difference between the abilities they start with and those they need.

Your training program should meet your production needs as well as your employees' personal needs.

Training your employees to know what they are supposed to do, how to do it, and why produces two kinds of benefit. Both eventually translate into improved profits for your business.

1. **Productivity and quality improve**, as workers:
   - do the right thing the right way,
   - waste less time and materials,
   - offer new and better methods of doing things.
2. **Job satisfaction among employees improves**, as workers successfully meet new challenges and feel your support as a manager.

> If you give little attention to your employees, you risk getting little from them. The time, effort and cost of training are worth it.

In making a training commitment, plan to start with an understanding of what the job requires and some sensitivity for what your employee does and does not know.

Training makes the complex seem simple.

Even workers who do what may seem to be the most basic and simple of tasks can be trained to do those jobs easier and faster.

For example:

> A study was done in a greenhouse in Ontario where workers were required to package potted plants for shipment. Simply by teaching workers different ways to do their job, the total number of pots prepared per hour per worker increased from 189 to 488, over double the output.

While all training may not result in such dramatic results, it can improve the productivity of your operation.

The Training Plan

As you think about training, keep in mind two key things we know about human behaviour.

1. We learn more quickly and retain it longer when we want to learn. The training must meet the learner's needs, not the trainer's needs.
2. We, as adults, are motivated to learn when we feel a need to grow, to achieve, to have power or to combine any of these.

Training must be put to use soon after acquiring it or the effort is lost.

Overview of the Training Process

Develop training vision: Look at performance appraisals, productivity statistics, safety incidents, employee requests.

Set training objectives: What specific tasks should your worker be able to do after training? Change the oil in the tractor? Birth a calf?

Select training methods: Individual or group instruction? Course outline should progress from basic to complex in small, easy-to-master steps by matching training method to your employee technical skill level.

Use the four-step method: Prepare, Present, Try Out, Follow Up. Active involvement promotes learning: we learn by doing.

Evaluate the training: Have the objectives been met? How does the employee feel? What are the "bottom-line" results or benefits?

The key to successful training, then, is to **involve the learner.** Involve them in the training design and in doing the training.

Training is also critical for seasonal and part-time employees. One employer sums up his strategy for training seasonal workers by the simple phrase:

Work well ★ Work fast ★ Work smart

The Four-Step Method of Training

To see training in action, view the video on "SUPERVISING" in the labour management series.

Step 1

Prepare

- ☐ Put the learner at ease.
- ☐ Find out what he or she already knows about the job.
- ☐ Get him or her interested in learning the job.
- ☐ Place him or her in the correct position.

Step 2

Present the Operation

- ☐ Tell, show, illustrate, and question carefully and patiently.
- ☐ Stress key points.
- ☐ Instruct clearly and completely: one point at a time – but no more than the learner can master.

Step 3

Try-out Performance

- ☐ Test by having the learner perform the job. Have him or her tell and show you and explain key points.
- ☐ Ask questions and correct errors.
- ☐ Continue until you know that he or she knows.

Step 4

Follow-up

- ☐ Put the learner on his or her own.
- ☐ Check frequently. Designate someone who can help if needed. Encourage questions. Get the learner to look for key points as he or she progresses.
- ☐ Taper off extra coaching and close follow-up.

Motivation

Why **are some workers interested in their work** and in the operation where they work? These workers take a special interest, notice things that need attention and are willing to give the job extra thought and care. **Why are other workers turned off,** showing no interest in doing anything beyond the the bare minimum that is expected of them? These workers fail to notice the soft tire, the dry bearing or the cow in heat.

The difference between these types of workers is often one of motivation. One group is motivated to do a good job; the other is not.

How Motivated Are Your Employees?

A Self Quiz

Give an honest assessment to each of the following questions. Circle the number which best describes your situation.

	None of the time	Some of the time	Most of the time	All of the time
1. My employees do adequate work	0	1	2	3
2. My employees show up regularly	0	1	2	3
3 My employees meet basic job requirements	0	1	2	3
4. My employees do exceptional work	0	1	2	3
5. My employees are very satisfied with their jobs	0	1	2	3

	High	Moderate	Low
6. The rate of my staff turnover is	1	2	3
7. The level of my staff productivity is	3	2	1

Add up your score. The higher your score, the greater the likelihood that you are supplying a good motivational climate.

What is Motivation?

Motivation is something we feel within ourselves. It is an inner drive that is usually expressed in actions.

We cannot truly motivate anyone else. Motivation must come from within. What we can do is create a climate where motivation is encouraged by good working conditions, incentives, positive feedback and other job-related factors. We can use the following tools for motivation.

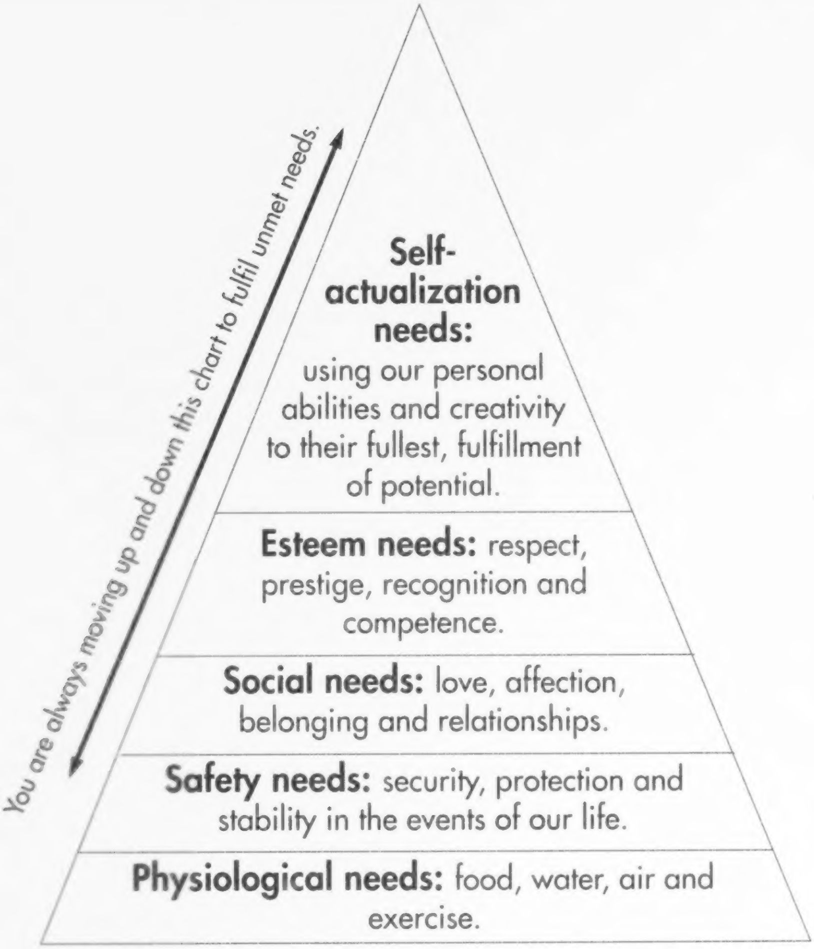
> *"By employing only the hands of workers, and not their heads and hearts, organizations lose precious return on their investments in people."*
>
> Kouzes and Posner

Tools for Motivation

- ☑ Provide training
- ☐ Create motivational climate
- ☐ Evaluate employee/employer performance
- ☐ Pay fair wages

Needs

Behavioural scientists say everything we do, we do in an attempt to fulfill needs. Several different theories have been formulated about human needs. One of the better known ones is Maslow's hierarchy of human needs. Maslow said we have five categories of needs. These needs are depicted as being a pyramid.


You are always moving up and down this chart to fulfil unmet needs.
Self-actualization needs: using our personal abilities and creativity to their fullest, fulfillment of potential.
Esteem needs: respect, prestige, recognition and competence.
Social needs: love, affection, belonging and relationships.
Safety needs: security, protection and stability in the events of our life.
Physiological needs: food, water, air and exercise.

Maslow's Hierarchy of Needs

As individuals, whether managers or employees, we strive to fulfill our unmet needs.

Employees are most satisfied and most productive when they are given an opportunity to meet some or all of their needs. The challenge then to you, the manager, is to understand what your employees' needs are and then supply a motivational climate in which they can meet their needs.

Things to remember about needs:

- The other needs do not act as strong motivators, until the physiological and safety needs are met.
- No two people are alike. Therefore, needs vary in type and intensity from individual to individual.
- People's needs change as time progresses and circumstances change.

Providing a Motivational Climate

To provide a motivational climate for your employees, you need to understand what is important to employees.

The following chart may assist you in understanding some job factors that may satisfy different needs of your employees.

Things People May Want From Work

Needs	What a Person Wants from a Job
Physiological	Physically comfortable working area Minimum salary/wage
Safety	Safe working conditions Job security Good base salary/wage and benefits
Social	Friendly co-workers Sponsored social activities on and off the job Compatible supervisor
Esteem	Promotion to higher-status job Praise and recognition from supervisor High-performance evaluation and merit-pay increase
Self-actualization	Creative and challenging work Participation in decision making Flexibility and autonomy

For another way of looking at what motivates employees, view the video on "Managing People on Your Farm" in which the four cornerstones of effective management are described. (See page 1)

Charging Up – Draining Down

A simple way of looking at your motivational climate is to compare your workplace to a battery. There are conditions you can provide that will tend to charge up your employees and there are conditions which will tend to drain them down. **Simply removing the drain-down factors won't necessarily result in charged up employees.** Both sides of the "battery" must be considered.

+ **What Charges Up**
What Drains Down –

Charges Up (+)

+ recognition and praise for good work
+ variety of work that utilizes one's skills and abilities
+ independence and responsibility in work
+ participation in decision-making about one's work
+ tasks or jobs that involve learning and growth
+ favourable working relationships
+ being trusted
+ seeing the result of one's work
+ high occupational status
+ being listened to and informed
+ good pay
+ interesting work
+ training

Drains Down (—)

— confusion
— lack of trust
— inadequate pay
— poor or unsafe working conditions
— poorly maintained or inadequate equipment
— no opportunity to learn or grow
— not being listened to
— someone solving problems for you
— not knowing whether you are succeeding
— not getting along with co-workers or supervisor
— boredom
— perception of unfair treatment
— poor instructions

Motivation *(continued)*

Another method which can be used to assess motivational climate and what's important to employees is to look at a list of the 10 most common reasons for labour problems.

Might your employee be able to say any of the following?

	Yes	No	Sometimes
1. I can't communicate my concerns.	___	___	___
2. Too many bosses tell me what to do.	___	___	___
3. I don't know exactly what my responsibilities are.	___	___	___
4. I'm not growing and not learning new skills.	___	___	___
5. My time off is not specified.	___	___	___
6. I don't get paid enough for my skills.	___	___	___
7. The work environment is dangerous, unhealthy and equipment is inadequate.	___	___	___
8. I don't get any recognition when I perform well.	___	___	___
9. I have problems with my employer's spouse.	___	___	___
10. My employer breaks his promises.	___	___	___

Analyzing your answers may help you identify situations that need to be corrected.

Job Design

Good managers have a strong responsibility to design jobs that provide a high level of job satisfaction. A job can and should be more than a source of economic livelihood. Because work is such an important component of most people's lives, the quality of their work life affects their satisfaction with life.

Furthermore, well-designed jobs contribute significantly to a positive motivational climate.

Six Points to Remember When Designing Jobs

1. Doing a whole job from beginning to end. Let people do a whole piece of work so that there is continuity and completeness.
2. Regular contact with other employees, suppliers and customers. Let people get to know suppliers, customers and other employees.
3. Using a variety of skills. Let people handle a variety of tasks which call for a number of different skills.
4. Freedom to act independently. Let people make choices about how their work should be done. Self management is the first step toward human resource development.
5. Feedback from results. Let people sense from the work they do, how well it has been done, by building in standards against which to measure success.
6. Opportunity for growth. Let people stretch their minds and sharpen their skills to accomplish the tasks up to the standard expected.

The consequences of having a good employee who isn't challenged is illustrated in the video "MANAGING PEOPLE ON YOUR FARM" in the labour management series.

Your business is as good as your employees; your employees are as good as your management.

The motivational climate you provide can determine whether or not you get high performance from your employees. The more thought and effort you put into the management process, the greater the performance, quality and productivity you'll get in return. Not only will you be a satisfied manager but you'll have satisfied employees.

> *"Many jobs are too small for the human spirit. The boundaries of many jobs simply aren't elastic enough to make room for workers' vast hearts and spirits. As a result, the wasted energy and abandoned vision are resources lost to both the employer and the employee."*
>
> John P. Schuster

Evaluate Your Success in Developing a Motivational Climate

The following checklist can help you judge your success in developing a motivational climate in your business. For each item rate yourself (be very frank) on how often you use that skill. Give 3 – 4 employees copies and ask them to rate you on each of the items. Ask them to be frank. Compare your own personal rating with theirs and discuss it with them. How well do you stack up?

What changes would you like to make in your management style?

	Always	**Usually**	**Sometimes**	**Never**
1. I give my people honest recognition on a regular basis.				
2. I try to make each person's job as meaningful as possible.				
3. I work at getting to know my people as individuals.				
4. I provide clear requirements for every task.				
5. I provide my people with feedback about performance on a regular basis.				
6. I am available to my people.				
7. If my people don't come to me with information, I go to them and ask.				
8. I try to match operation and employee needs.				

Performance Evaluation

Tools for Motivation

- ☑ Provide training
- ☑ Create motivational climate
- ☑ Evaluate employee/employer performance
- ☐ Pay fair wages

Purpose of Evaluation

Two questions every employee needs the answers to are, "What is my job?" and "How am I doing?" Regular feedback is one of the most effective tools an employer has to increase productivity. Studies show that 11% to 20% productivity gains are achievable by providing good feedback.

Monitoring of employee performance should be a primary and ongoing responsibility of all first-line supervisors. In addition, every manager should do at least an annual evaluation of each employee's overall performance. The successful manager will always be concerned about people's performance. There are various ways to monitor an employee, direct observation being one of them.

From an employee's perspective, a performance evaluation provides the following:

- Allows me to compare how well I am doing my job with how well I need to do my job
- Gives me clear guidelines for improvement
- Makes me feel I can succeed in my weak areas if I adopt these guidelines
- Gives me opportunity to share my concerns about my job and career with my employer

From the employer's perspective, a performance evaluation:

- Provides feedback from the employee
- Determines how the employee's work contributes to my farm objectives
- Builds teamwork in solving problems
- Ensures the employee wants to improve and can improve
- Gives an opportunity to identify training needs

Conducting performance appraisals should not be a dreaded task. Honest evaluations provide employees with a clear indication of their strengths and weaknesses and minimize legal proceedings when less than competent employees must be discharged.

Performance evaluations are best conducted with an open mind. One-sided employee evaluations can create more problems than they solve. Go into a performance evaluation with the goal of creating an atmosphere where an honest exchange of information between the employee and the employer can take place.

Benefits of performance reviews for both seasonal and permanent employees is discussed extensively in the video "Job Descriptions and Performance Review" in the labour management series.

Employees need the opportunity to discuss with their supervisors their goals, desires and concerns.

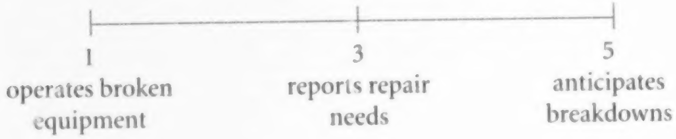
Developing Performance Appraisal Forms

There are many different types of appraisal forms in use today. Although it takes time to develop a form specific to your operation, the results are worth the effort.

As you develop your form, focus on two questions.

1. What do your employees actually do on their job? (Observable behaviours)
2. How can you measure their performance?

For example, if one of their duties is to "maintain equipment", how can you measure how well the employee is doing this part of the job? One way is to make a scale of 1 to 5, with 1 being poor performance and 5 being outstanding. Then write down what you mean as "poor" and "outstanding".



As a guide for you, we have provided two sample evaluation forms.

1. **The Quarterly/Monthly Job Review Sheet,** page 17. This short report is used to give specific feedback to your employee about tasks.
2. **Worker Performance Appraisal, pages 18 and 19.** This form lists various duties to be done for each job and an objective way for you to measure the worker's performance.
   This form is adapted from one designed by Howard Rosenberg (refer to References for more information).

Sample Evaluation Forms

Quarterly/Monthly Job Review Sheet

Date: ____________________

Period under review: ____________________

Task	Planned Completion Date	Task Accomplished	Comments
1. Winterize power equipment, drain pumps and sprayers; add coolants to engines	October 1, 19--	☑	Completed on schedule; good attention to detail
2. Take soil samples and submit to lab for analysis	November 1, 19--	☑	(your comments)
3. Restock parts bin and clean up shop	December 15, 19--	☐	________ ________ ________
4. Locate and spot-spray Canada thistle patches	October 15, 19--	☐	________ ________ ________
5. Inspect combine, adjusting and replacing worn bearings, belts, bushings and chains. Advise on any major repairs required.	________	☐	________ ________ ________ ________ ________
6. Attend two-day soil conservation workshop and be prepared to discuss recommendations with manager	________	☐	________ ________ ________ ________ ________
7. Attend first-aid course	________	☐	________ ________ ________

Worker Performance Appraisal

Example Using a Vineyard Worker

EMPLOYEE NAME: ______________________________

DATE: ____________________ PERIOD UNDER REVIEW ____________________

On each line, place a mark which best describes worker's performance.

I. WORK PERFORMANCE

A. VINE OPERATIONS

1. Quality of Work	improves vine with each handling	maintains the vine each handling	harms the vine each handling
2. Productivity	usually leads the crew	usually within the main pack	usually at the back of the crew

B. Tractor Operations

1. Cultivation	cultivates close to the vines without damage	could get a little closer to the vines	often damages vines with equipment
2. Spraying/Dusting	always applies material to target area	sometimes does not check where material goes	just drives tractor without checking application
3. Misc., e.g. Hauling Trailers	uses correct gear and speed	sometimes needs help finding proper gear and speed	often runs engine in wrong gear or without enough on throttle
4. Safety	follows safety rules & guidelines	needs occasional reminder on safety rules	disregards rules on safety

C. Equipment Care

1. Maintenance	anticipates breakdowns	reports repair needs	operates broken equipment
2. Servicing (Daily)	does daily servicing without supervision	does daily servicing with supervision	ignores daily servicing

3. Servicing (100 hr)	does 100 hr servicing without supervision	does 100 hr servicing with supervision	does not do 100 hr servicing
4. Mechanical Repairs	does a variety of minor repairs	makes an occasional repair	completely dependent for repairs

D. PESTICIDE APPLICATIONS

1. Measuring Chemicals	measures accurately	helps supervisor	does not measure accurately
2. Applying Chemicals	corrects improper applications	reports improper applications	neglects improper applications
3. Safety	always wears protective clothing	wears protective clothing if reminded	wears street clothes

E. OTHER TASKS

1. Irrigation	runs entire system properly	checks emitters and hose only	ignores repair needs
2. Field Budding	properly uses various techniques	limited experience at D.C. only	no experience

II. Work Relationships

A. CO-WORKERS

1. Teamwork	helps others	interested in own work	interferes with others
2. Leadership	teaches others and takes responsibility for group actions	leads by example, sometimes teaches others	does not take leadership position

B. SUPERVISORS

1. Acceptance of Supervision

needs few instructions, gives valuable feedback	accepts & carries out instructions	frequently argues about assignment

2. Directions

begins tasks only after directions are fully understood	follows instructions but sometimes they are misunderstood	often does wrong job or wrong way

3. Reliability

completes assignments on time and often beyond expectations	completes assignments with some supervision	often does not complete a task even with constant supervision

4. Ideas and Observations

offers useful information or suggestions	occasionally offers feedback	usually complains or offers useless information

III. GENERAL WORK HABITS AND SKILLS

A. ATTENDANCE

1. Absence without Notice

never	sometimes (<3/year)	often (> 3/yr)

2. Tardy Without Notice

never	sometimes (<3/year)	often (> 3/yr)

B. GROWTH

1. Interest in Personal Development

frequently volunteers for new jobs	takes new jobs with encouragement	difficult to "sell" new jobs

2. Learning

picks up new skills rapidly	learns new jobs with time	rarely gets past basics

3. Initiative

does not wait for authorization to solve a problem	looks for approval before trying something	never does a task without prior instructions

IV. OVERALL ASSESSMENT OF PERFORMANCE

outstanding	satisfactory	unsatisfactory

Tips on How to Do Evaluation

Performance evaluation includes these key activities:

- ☐ Prepare
- ☐ Communicate
- ☐ Agree
- ☐ Follow-up

You can divide the elements of an effective performance appraisal into five steps:

1. **Establish work methods and productivity levels expected for each position.** Use your job description as a blueprint for achievement and ask employees to define their goals.
2. **Monitor employees at random** to determine performance levels.
3. **Regularly provide employees with both positive feedback and constructive criticism.** There should be no surprises for the employee during the interview.
4. **Plan the evaluation interviews.** Analyze records and performance goals and ask employees to complete a pre-interview evaluation.
5. **Conduct the evaluation interviews.** Discuss the self-evaluations completed by employees and work together on ideas for improvement. Set new goals, if necessary.

Employee Involvement in the Process

Most of us would prefer to point out our own weaknesses before someone else does, just as most of us do not respond well to harsh criticism. Give your employees a chance to evaluate their own work.

Try the following technique:

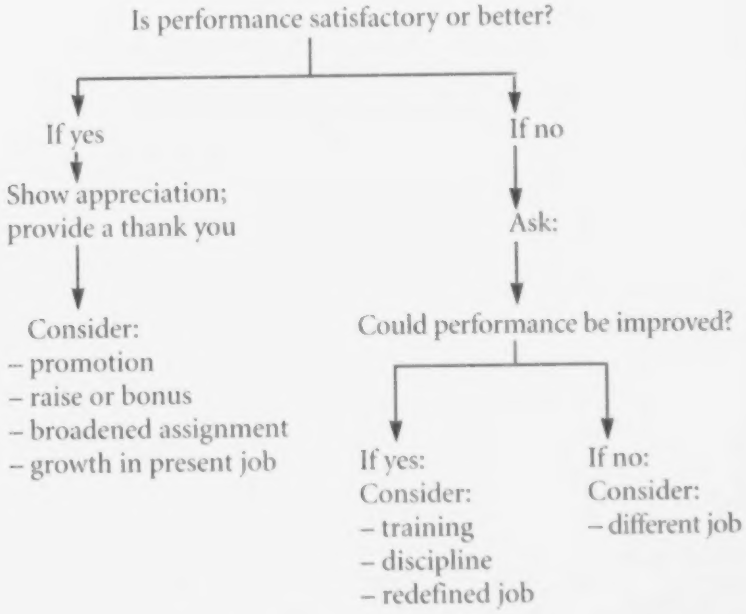
- Ask the employee to bring to the evaluation interview a list of three things: a)tasks always performed well, b)areas of recent improvement, and c)areas needing improvement. Tell the employee that you will do the same.
- Refer to the records you made during regular monitoring and make your own list, using the same headings.
- Discuss during the interview, the employee's list and compare it with your own.
- Respond as an active listener to employee's discussion of his or her own weaknesses, concerns and goals. Offer support for improvement and help set new goals.

Work together to problem solve.

Evaluation Follow-up

Performance appraisal has to be acted upon. Its purpose is to generate and communicate information and unless you do this, the effort you've put into the appraisal process won't have been worth it.

Having completed the performance appraisal, what do you do? The following flow chart gives some suggestions, depending on how the employee is performing. **Whatever you do, always discuss it with the employee first.**



Evaluation Follow-up Flow Chart

Is performance satisfactory or better?
If yes
Show appreciation; provide a thank you
Consider:
– promotion
– raise or bonus
– broadened assignment
– growth in present job
If no
Ask:
Could performance be improved?
If yes:
Consider:
– training
– discipline
– redefined job
If no:
Consider:
– different job

Wages, Incentives and Benefits

Wages

Employees who are dissatisfied because of wages will likely perform below their capabilities. When deciding on compensation for an employee, keep in mind what workers expect wages to be:

1. Sufficient to guarantee an acceptable standard of living.
2. Competitive with others in the community (including non-agricultural-horticultural operations) taking into account working conditions, bonuses, and fringe benefits (e.g. housing).
3. Based on hours worked (regular and overtime).
4. Based on the knowledge, experience and skills the individual brings to the job.
5. Based on skills and training required by the employee and the degree of responsibility given to an employee.
6. Not so fixed that they do not allow for regular pay increases, cost of living adjustments and increased efficiency or increased work results.

Having a well defined pay grid can avoid many personnel problems. The maximum and minimum pay amounts spell out what the market value of the position is worth to the business. There is no right number of pay grades, however, they should be

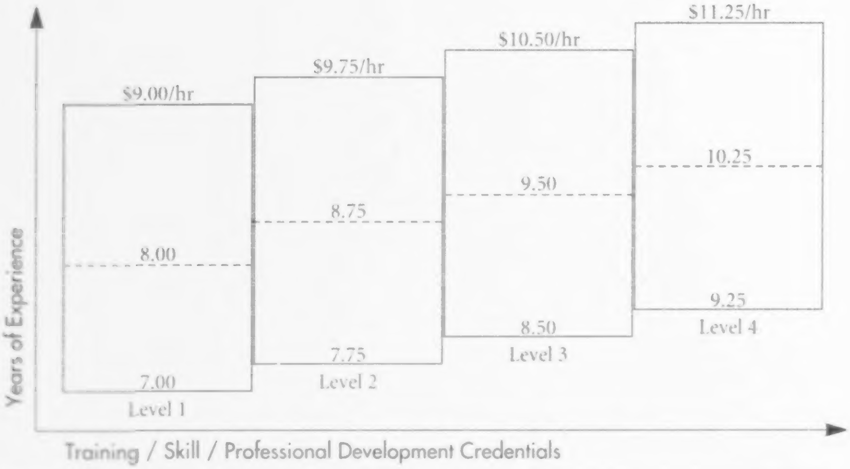
- Acceptable to the business
- Fair to the employees
- Administratively practical
- Recognize differences in job worth.

Tools for Motivation

☑ Provide training
☑ Create motivational climate
☑ Evaluate employee/employer performance
☑ Pay fair wages

Strategies and incentives for compensation are discussed in the video "Compensation" in the labour management series.

A Sample Pay Grid



Methods of Payment

Hourly - An hourly rate has the advantage of making it easier to ask employees to work extra hours when needed.

Weekly or Monthly Wage - Under this method of payment, hours of work must be specified and adhered to, otherwise, employees will become resentful of working overtime. Weekly or monthly wages should be supplemented with adequate compensation for overtime, in the form of time-off-with-pay or overtime pay.

Wage Increases - Any changes in the wage you pay an employee should be consistent with his/her performance evaluation. Employees who need considerable improvement in their work should not be rewarded with a large merit raise. On the other hand, if an employee has been making good progress and is taking on more responsibility, you may decide a substantial merit increase is warranted. Seniority is also reason for a wage increase. **The purpose of incentive plans** is to motivate the employee to greater productivity.

When developing an incentive plan, involve the employee, otherwise the employee may distrust it. If not handled correctly, incentives can easily turn into disincentives.

For seasonal help, bonuses are often used as an incentive to encourage employees to stay for the whole work season. Casual rewards should be accompanied by a specific explanation, such as, "This is for reducing our harvest time breakdown costs." This kind of reward is more effective than a general thank you. Casual incentives communicate to employees that you have noticed their efforts, and people thrive on positive feedback. To be effective, casual incentives must be unexpected.

Incentives

Incentive Plan – Do's and Don'ts

(adapted from work done by Gregory Billikopf)

Do

✓ **Analyze** the purpose of the incentive (e.g., increase the number of berries picked).

✓ **Specify** the performance required to receive the reward (e.g. 10 cows culled); establish standards of "poor", "good", and "excellent".

✓ **Try** a temporary program first. Then evaluate and fine-tune.

✓ **Link** the reward directly to the performance so the worker can see a direct correlation between the work and the bonus.

✓ **Involve** the workers in the program so they know what is expected and how performance translates into the bonus or reward.

✓ **Formulate** incentives that are easy to compute so that the employee readily understands how to qualify.

✓ **Pay** the bonus/reward as soon as possible after the worker meets the requirements.

✓ **Design** a range of incentives that appeal to the worker's need for responsibility and personal achievement.

✓ **Follow-up** on the program and make adjustments as necessary to ensure profitability.

✓ **Make sure** the incentive is linked to results over which the worker has control.

Don't

✗ Do not make incentives the standard by substituting bonus payments and benefits for wages.

✗ Do not reward "poor" workers for progressing to "good" rather than "excellent". Do not treat employees arbitrarily: one system for all.

✗ Do not add the bonus pay into the regular wages: include it as a separate cheque.

✗ Do not reduce wages if productivity increases: workers must feel the program is fair and will not result in negative consequences.

✗ Do not make the standards so high that an individual employee is unable to reach them.

✗ Do not give a bonus for only one task to avoid tempting workers to slight other tasks.

Don't *(continued)*

- ✗ Do not substitute cash bonuses for other forms of incentives such as training or promotion.
- ✗ Do not lose quality control: anticipate loopholes, e.g. the fast picking crew who were paid by the container but picked bad quality fruit.

Benefits

A benefit is categorized as any compensation given to employees beyond the regular wages. Benefits can include food, housing, heat, insurance, pension plans, flexible work hours, sick leave, holidays, vacation time and time off.

As an employer, do you know the cost of the benefits you offer? Do your employees know the value of the benefits they receive? The honest answer to these questions is often "no". Yet benefits, or the lack of them, can often be the issue that will cause an employee to take another job. In most jobs, the benefits package is valued at between 15 and 30 per cent of the amount of the wage or salary.

As you consider your benefits package, realize that your employees are people with individual needs.

- A single worker has different needs from a married worker with a family.
- A two-worker family there may be duplicating benefits. There is no need for you to supply medical benefits if the spouse's employer does.
- Young workers may not feel the same need for insurance or pension plans as an older worker would.

Take a look at some typical benefits:

a) Housing - In times past, supplying the "hired help" with housing was considered the norm. This assumption is now changing. If you have good housing to offer, it can be an attractive benefit. If, on the other hand, the housing you offer your employees is the old farmhouse that you haven't been able to rent, then it's not a benefit.

It may be that your employees would be happier renting or purchasing housing in the closest village or town. Offering housing as a benefit must be carefully considered. There are pros and cons.

b) Food and farm produce - estimating the value of these benefits is not simple. Do you price them at the farm gate value or at retail value? Whichever you decide, make sure your employee understands the value of what you are offering.

c) Fringe benefits - this category includes items such as **group life insurance, pension plans,** and **sick leave benefits.** It is often difficult for a single manager to offer these benefits. Group rates are often lower than a single operator would have to pay for dental, optical, and medical benefits. You should check to see if your marketing board or trade association can get group rates on these benefits. Increasingly, agricultural and horticultural operators are contributing to employee **Registered Retirement Savings Plans.**

d) Legislated benefits - Provincial and federal governments legislate certain benefits. These include **Canada Pension Plan, Workers' Compensation, Unemployment Insurance** and **paid vacations.** Because these are legislated requirements, they are often not considered to be benefits, yet they are important to the employee's security and their value should be considered.

A Benefits Checklist

- Have you analyzed your benefit package?
- What is the total value of benefits you provide?
- Do you discuss benefits offered with employees?
- Are employees given a wage statement showing the benefits provided?
- Have benefits been "tailor made" to meet employee needs?
- Are these benefits included as part of the employment understanding?
- Is the value of the compensation package reviewed as part of an annual performance evaluation?
- Have you tried any new kinds of benefits?

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Employers' Handbook
for
Owners, Managers and Supervisors in Agriculture and Horticulture

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EMPLOYERS' HANDBOOK

for Agriculture & Horticulture

Book

5

Communications, Problem Solving & Discipline

Second Edition $^{\$}10^{00}$/Set

Employers' Handbook

The Employers' Handbook project was initiated and coordinated by the Ontario Agricultural Human Resource Committee (OAHRC). OAHRC was organized in 1994 by the public and private sector, through the Canada/Ontario Committee on Agricultural Employment. The Committee is chaired by the private sector and meets to discuss ways to address human resource issues.

This project will serve to strengthen your ability as owners, managers and supervisors of an agricultural or horticultural workplace, to effectively deal with increasing workforce management expectations that are being placed on you. These new expectations are largely due to changing business practices, to changing government regulations, and to the global marketplace.

Copies of the Employers' Handbook are available from OMAFRA (Ontario Ministry of Agriculture, Food and Rural Affairs)or HRCC (Human Resources Centre - Canada) field offices, or by contacting the OAHRC office:

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1) Managing People on Your Farm
2) Hiring the Right Person
3) How to discipline
4) Supervising People
5) Job Descriptions and Performance Reviews
6) Compensation

To order contact:

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Employers' Handbook for Owners, Managers and Supervisors in Agriculture and Horticulture

Book Five

Communications, Problem Solving & Disciplining

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Printed in 1996 for use in Ontario through the contributions of:

Ontario Agricultural
Human Resource
Committee

Horticultural Human
Resource Council
Ontario Region

Agriculture and
Agri-Food Canada

Ontario
Ministry of Agriculture,
Food and Rural Affairs

OATI
Ontario Agricultural Training Institute

Human Resources
Development Canada

Acknowledgements

Ontario Agricultural Human Resource Committee

- Landscape Ontario Horticultural Trades Association
- Ontario Agricultural Commodity Council
- Ontario Farm Women's Network
- Ontario Farmers With Disabilities
- Ontario Flue-Cured Tobacco Growers' Marketing Board
- Ontario Fruit And Vegetable Growers' Association
- Ontario Milk Marketing Board
- Ontario Pork Producers Marketing Board
- Ontario Poultry Council
- Ontario Seed Corn Growers Marketing Board
- Christian Farmers Federation of Ontario
- Ontario Federation of Agriculture
- Employee Participants
- Farm Safety Association
- Ontario Agricultural Training Institute
- University of Guelph
- Agriculture and Agri-Food Canada
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food & Rural Affairs
- Ontario Ministry of Labour

Ontario Horticultural Human Resource Council

- Flowers Canada (Ontario)
- Landscape Ontario Horticultural Trades Association
- Nursery Sod Growers Association of Ontario
- Ontario Fruit & Vegetable Growers Association
- Ontario Mushroom Growers
- Ontario Specialty Crop Producers
- Worker Representatives
- Human Resources Development Canada
- Ontario Ministry of Agriculture, Food and Rural Affairs
- Ontario Agricultural Training Institute
- University of Guelph

We extend appreciation to the Ministry of Agriculture, Fisheries, Food and Rural Affairs of British Columbia, for allowing us to use their Farm Employers' Handbook. It was a guide from which we developed a similar resource for use in Ontario.

We acknowledge the input from Gayle Bogart, Archie Heaslip and Tom Nesbitt, and the assistance of other field staff of the Agricultural Employment Services.

We appreciate the resource development experience and written input provided by Brenda Watson of the Ontario Agricultural Training Institute and Bev Rawn of the Ontario Ministry of Agriculture, Food and Rural Affairs.

We also appreciate the help given by the following farmers, managers and human resource practitioners who reviewed and offered input to the first draft of this handbook:

Cam Edgar
Margaret E. Hunsberger
Murray Porteous
David Ward
Shirley Doey
Jack Streef
Larry Van Acker
Rose Hammill
Brian Kennedy

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Book Five – Communications, Problem Solving & Discipline

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Introduction

The Employers' Handbook is written as a guide to owners, managers and supervisors in agricultural and horticultural operations. This handbook will help you:

- To recruit better employees
- To supervise, motivate and train your employees to reach desired performance
- To discipline and fire employees should that be required.

Use this handbook to help you achieve sound human resource management practices which can result in increased productivity, reduced staff turnover, and satisfied employees and managers.

This handbook is divided into five books. You should familiarize yourself with the contents of each book and place the books where they can be easily found. Make sure you refer to them when you need specific information.

Book Five

Communications, Problem Solving & Disciplining *is book five.* Good communications can avoid many problems but when conflict or the need to discipline does arise, you must deal with it. Also discussed is how to approach that dreaded task of dismissing an employee. Conflict and problems are a normal part of managing employees. **You probably can't avoid problems, but you can manage them.**

REMEMBER

A TV icon, like the one you see in the left margin, tells you that information in the text is supported by extra information in the video series developed by CFBMC (Canadian Farm Business Management Council). A brief description of what to expect in the video will be given in the left margin under the TV icon. Directions to order your videos are found on the inside front cover.

Communications

Communication Skills

Communication plays a major role in most aspects of the working relationship between you, the employer, and your employees. The manager's communication skill is critical to successful hiring and training processes, maintenance of employee motivation, and employee willingness to provide information. Most fundamentally, you must be able to send understandable messages to your employees if they are to be able to do what you want.

Three Critical Communications Skills for Supervisors

1. Say only what you observe.
2. Ask open questions.
3. Listen actively.

Communication between two people is effective when both understand a message the same way. In a situation of work being assigned, it is desirable for both parties involved to come away knowing clearly what needs to be done and feeling good about the process. It is said that 90% of conflicts at work arise because of miscommunication.

In one-to-one communication, three types of skills are required. These are listening skills, speaking skills and silent communication skills (often called body language).

Listening Skills:

1. **Stop talking.** You cannot listen while talking.
2. **Concentrate on what the other person is saying**
   - look past the words to meaning
   - watch hands, facial expressions, eyes
   - control your emotions, they impede understanding
   - react to ideas, not the person
   - make no value judgements
   - allow employees time to think and respond
3. **Respond.** If you understand, say so.
   If you don't, ask for clarification.
4. **Listen** for feelings as well as content.
5. **Good listening is essential to communication,** only part of the responsibility rests with the speaker. If you are a good listener you will be a good supervisor.

Speaking Skills:

> *"Listen to understand. Speak to be understood."*
>
> *– Steven Covey*

1. **Assigning tasks**
   - give clear, concise, positive directions as opposed to wishy-washy instructions.
   - have confidence as opposed to cockiness
   - make instructions detailed enough to be understood
   - follow up
   - ask questions designed to make sure the listener understood
   - invite participation and discussion
2. **Voicing complaints, objections, disapproval**
   - both employer and employee should have this right
   - for both, there are proper times and places
   - a constructive criticizer is an asset; a chronic complainer is a liability
3. **Communicating unfavourable news**
   - don't pass the buck
   - do it orally
   - do not delay or avoid the issue
   - start favourably
   - present possible benefits
   - justify unfavourable information
   - allow for freedom of discussion
   - pick the best time for the employee
   - talk directly to the person involved
4. **Speaking jargon and common expressions can be confusing**
   - for example, "Take the blue goose over to the Gerken place and pick up the green cattle". What the new employee may not know is that the Gerken place is where the Browns now live, the blue goose is the trailer that was painted red last year, and green cattle have nothing to do with colour
5. **Seeking information**
   - use open-ended questions which get you more than a "yes" or "no answer. For example: " What parts would you like me to further explain?" is better than "Do you understand?". Or ask, "When do you think this job will be done?" instead of "Will you do that now?"
   - allow for free information flow between you and your employee

Good communication skills – what they are and how to practise them – are discussed in the video on "SUPERVISING" in the labour management series.

> *"Remember the effectiveness of the 5 W's*
> *- Who*
> *- What*
> *- Where*
> *- When*
> *- Why,*
> *and*
> *- How."*

Silent Communication Skills:

1. **Body language.** A smile, a frown or some other gesture may communicate more than the accompanying words. It is said that when speaking, only 7% of the message is in the words; 93% is in body language.
2. **Actions** speak louder than words.
3. **Saying one thing and doing another.**
   "Do as I say, not as I do" seldom works in business.

Tips on Communication

Effective communication starts with you having a positive attitude towards yourself and others.

Try following these tips.

Communication Tips

- When expressing feelings, "I am upset about..." is more effective than "You make me mad..."
- When asking for help, "Let's do..." is more effective than "You help me do..."
- When assigning work, request don't order. "Would you please...?" is more effective than "You go do..."
- Make sure your body and words give the same message. Body language gives strong messages. It can enrich and emphasize our words. However, if you do not mean what your words say, your body will give a conflicting message. If you say "I'm not angry" with your face flaming red and your teeth clenched, no one is likely to believe you.

How Well Do You Communicate with Your Employees?

Be honest as you rate yourself. Circle the best answer.

	All/most of the time	Sometimes	Rarely or never
Listening			
I listen to all members of my staff as one person who respects another.	3	2	1
I obtain necessary details from each conversation.	3	2	1
I refrain from making value judgements while listening.	3	2	1
I allow enough time to listen.	3	2	1
I reply as soon as possible when a reply is required.	3	2	1
I provide follow-up.	3	2	1
Informing			
I know the value of keeping employees informed.	3	2	1
I give equal information to everyone who needs to know.	3	2	1
I create time to inform.	3	2	1
I make a point of updating those who are absent.	3	2	1
I informally share information to help others on a regular basis.	3	2	1
I withhold no more information than is necessary.	3	2	1

Look back at your scoring. On items you scored 2 or less, consider if your communications could be more effective.

Giving Advice

Many managers feel uncomfortable about giving advice when an employee has come to them for help in solving a personal problem.

Find a quiet private setting where you can listen to your employee. Help them in coming up with a possible solution and getting the help they need. Do not tell them what to do.

Work together with your employee in coming up with a solution.

1. Ask the employee to write down a list of possible solutions to the problem.
2. While the employee writes, you also list what you think may be solutions.
3. The employee presents his or her solutions first.
4. You add only those solutions the employee did not mention.
5. The employee rates the various solutions good, bad or indifferent.
6. You then assist the employee to choose the best solution.

The keys for success in offering advice are being compassionate, warm and sincere.

Making Criticism Positive

No one enjoys criticism. Most people don't enjoy criticizing someone else either, so they often put it off. But criticism can be positive and productive. It all depends on how you do it.

1. **Think carefully before you say anything.**
   Stop and ask yourself - what do I want to change and why?
   - what is the best way and time for me to approach the other person?
   Remember, be quick to praise but slow to criticize.
2. **Remember that the purpose of criticism should be to help the person improve performance.** You should never criticize to hurt, embarrass, shame or insult. You should never criticize to make yourself feel more superior or powerful.
3. **Show concern and desire to help.** Make it clear that they will have a chance to improve. Offer specific solutions and directions. It does little good to tell people to do better if they don't know how.
4. **Try your best to affirm and strengthen the person's self-esteem.** Don't say, "That was a stupid move." Say instead, "I know you want to do your best. Have you considered doing it in other ways." Go over the pros and cons of doing a job in different ways.

5. **Don't attack the person.** You can't change a person's attitude no matter how much you might want to. Focus on performance. You might be able to change the person's behaviour.
6. **Always deliver criticism in private, in person.** Never reprimand or criticize an employee in front of other workers. Never issue a written criticism as a first exchange.

If people feel criticized, angry or threatened, you will never get to the bottom of a problem or get the employee to respond to your complaint. If you are having problems:

- Expressing your frustrations to employees
- Stating limits with employees
- Criticizing without putting people down, you may be using red flag or trigger words

Look at the following is a list of Red Flag Words.

What happens inside of you when one of these words is said to you?

Red Flag Words

Check the words that are trigger words for you. Add others that you have found that trigger emotions in you or others.

___ You should
___ You have to
___ You must
___ You are supposed to
___ You goofed
___ Slow poke
___ Stupid, dumb
___ I demand
___ Every time you
___ You do this all the time

___ Your weaknesses are
___ You never
___ You always
___ You don't understand
___ You are confused
___ Wimpy
___ Lazy
___ You have a bad attitude
___
___

The following is a list of typical statements that tend to trigger workers. You will get better results if you talk only about specific actions and use "I" statements.

Instead of saying: You are a loudmouth.
Try: I noticed you talked loudly at our meeting.

Instead of saying: You *fail* to see what I mean.
Try: I don't think I explained it well.

Instead of saying: You misinterpreted me.
Try: I think you see it differently than I meant.

Instead of saying: You didn't do this right.
Try: This wasn't finished the way I asked.

Positive criticism is a useful tool, not a heartless heavy hand.

Staff Meeting

Staff meetings give opportunities for you and your staff to do three things:

- To report on the general status of the business
- To discuss business goals and plans
- To try to solve problems

When to Conduct a Staff Meeting

- A regular meeting time needs to be set and respected. The meeting should start and end on time — this shows respect for the participants' time.
- When a big change or crisis arises, it may be beneficial to hold meetings more often. During slow times when some staff members are on vacation, meetings can be cancelled.

How to Conduct a Staff Meeting

- Prepare an agenda and share it with the participants prior to the meeting. Participants presenting reports should be notified in advance. Try to eliminate surprises.
- Develop a feeling of respect for each participant in the staff meeting. Encourage their input. For a family business, all family members involved in the business should get together. Encourage their input and provide a comfortable setting for idea sharing.
- Encourage an open exchange of information and ideas but not an unproductive airing of beefs.
- Encourage teamwork.
- Use the staff meeting as an opportunity to establish a personal and earnest relationship with your employees. Promote caring, goodwill and trust.
- Keep minutes of the decisions made, responsibilities delegated and time-frame established.

Where to Hold a Staff Meeting

- A meeting of the **management team,** in an agricultural/horticultural business, could be over coffee in the staff room, kitchen or shop.
- A meeting of the **production team** might begin at the start of the day in the building or location where the work takes place or equipment is stored.
- A meeting of the **whole staff** should be held in a location that makes everyone feel that "this is important business".

Written Documents

When something is written down, it is more clearly understood by all parties. It is a record that can be referred back to and it can serve as a benchmark for making changes.

Businesses and employees use many types of written documents to communicate, from memo to union contracts.

Some common written documents that a farm employer might use are:

- **Employment understanding**
  An understanding between the employer and employee that covers wages, hours, vacation time, benefits etc. See Book Two, "Hiring", of this handbook series for more details on an employment understanding.
- **Employee handbook**
  A document that states the purpose and goals of the business and gives details about the rights and responsibilities of all parties concerned.
- **Housing contract**
  Very important when housing is provided. Such a contract should spell out, among other things, who is responsible for repairs and maintenance.
- **Code of Behaviour**
  Written rules about the standard of behaviour you expect from your employees. See Book Two, "Hiring", of this handbook for more details on how to prepare a code of behaviour.

> A word of caution:
>
> Managers often fear, and with good reason, that when something is stated in writing it may come back to haunt them in the form of evidence in a lawsuit. This is a valid concern so leave out those items you are worried about or check with a lawyer. However, don't let legal concerns prevent you from using relevant documents and the advantages they provide.

Dealing with Conflict

Everyone experiences conflict as a daily reality. Some of these conflicts cause only minor irritation while others provoke more serious consequences.

You need a strategy to resolve conflicts successfully in order to prevent tension or lasting resentment. Both negatively affect employee morale and productivity.

You will be required to deal with two types of conflicts:

- Conflict that may arise between or among your employees
- Conflict between you and one of your employees.

Whatever the nature of conflict, certain characteristics about conflict seem to hold true.

Characteristics of Conflict

- When conflict arises, the "issue" is not always articulated or clearly understood.
- People in conflict don't always take the time to understand one another's positions.
- When people disagree, their discussions are frequently heated, tense and aggressive.
- Conflict situations are often avoided, not discussed and resolved.
- Conflicts are sometimes resolved by one person "giving in".
- The effect of conflict on a relationship is frequently negative.

If you are involved in a conflict, keep the following strategies in mind:

- **Remain calm.** Don't argue or make accusations.
- **Listen actively.** Check your understanding of what is being said. Try to learn what is important to the other person.
- **Use direct communication.** State your feelings and what you mean honestly. Avoid manipulating or withdrawing. Deal with issues and behaviour, not personalities.
- **Be persistent and consistent in your behaviour.** This communicates that you mean what you say.
- **Be confident.** In yourself and in your ability to deal with others. Remember your assertive rights.

The following steps will assist you to resolve conflicts as effectively as possible.

Steps for Resolving Conflict

Step #	Method	Specific Actions
Step 1	**Problem Identification**	Identify each person's reasons or motives for the conflict.
Step 2	**Problem Diagnosis**	Look at all the factors in the conflict. Look at personality styles of the people involved.
Step 3	**Generate Alternatives**	Come up with different ideas to improve or change the behaviours that caused the conflict.
Step 4	**Decision Making**	Compare the ideas and decide which style provides the best alternative.
Step 5	**Tactical Planning**	Brainstorm and write a specific action plan to go with the decisions made in Step 4.
Step 6	**Implementation**	Carry out the plan and follow-up regularly.

While these steps should lead to a solution for most conflicts, there may be times when the conflict isn't resolved. If that occurs, here are your alternatives:

If conflict isn't resolved and you have authority:

- Acknowledge the person's right to differ
- Explain your decision and outline what you expect to happen

If conflict isn't resolved and authority is equal or shared:

- Thank the person
- Ask, "Who might help us?"
- End the discussion

Conflict Management Styles

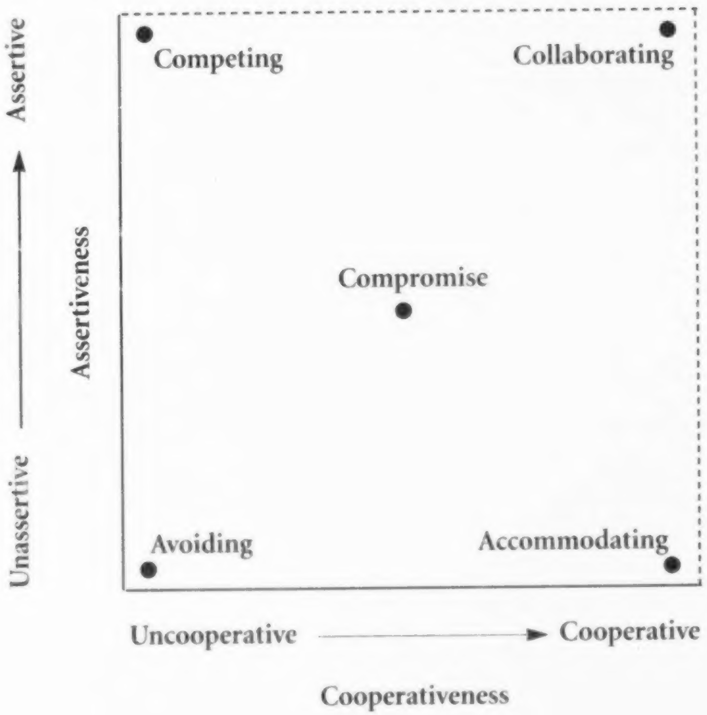
The ability to cope successfully with conflict is an important skill for a manager to have. Your success really depends on the people involved and the situation.

Kenneth Thomas and Ralph Kilmann have developed a conflict management framework.

When the concerns of two people appear to be incompatible, Thomas and Kilmann say you can describe a person's behaviour along two basic dimensions:

1. Assertiveness, the extent to which the individual attempts to satisfy his or her own concerns
2. Cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns

On the next page, these two dimensions have been put on a graph to point out the possible conflict-handling modes.


Assertive
Unassertive
Assertiveness
Competing
Collaborating
Compromise
Avoiding
Accommodating
Uncooperative
Cooperative
Cooperativeness

The five modes of handling conflict are described as follows:

- **Avoidance:** You do not pursue your own or the others' concerns.
- **Accommodation:** You have a high concern for others' needs and give in to them.
- **Competition:** You are concerned with your own satisfaction only and pursue your concerns at the expense of others. The mode is power-oriented.
- **Compromise:** This is in the centre of the graph and shows a mode in which you are equally concerned with your needs and the others' needs. Compromise never fully takes care of anyone's needs.
- **Collaboration:** You have high concern for both your needs and the others' needs. Using this mode, you would work with the other person or people to find a solution which is acceptable to all.

No single mode is necessarily better than the others given particular circumstances, but collaboration and, to a lesser extent, compromise are considered to be the most constructive methods of conflict resolution.

Uses for the Conflict-Management Modes

Avoiding

- When an issue is trivial, of only passing importance or when other more important issues are pressing
- When you perceive no chance of satisfying your concerns, e.g. when you have no power to change something (someone's personality, national politics)
- When the potential damage of confronting a conflict outweighs the benefits of its resolution
- When time is needed to let people cool down
- When you need more time to gather information
- When others can resolve the conflict more effectively

Accommodating

- When you realize you are wrong - to allow a better position to be heard, to learn from others, and to show that you are reasonable
- When the issue is much more important to the other person than to you – to satisfy the needs of others and as a goodwill gesture to help maintain a cooperative relationship.
- When preserving harmony and avoiding disruption are especially important
- When the issue could aid in the development of subordinates by allowing them to experiment and learn from their mistakes

Competing

- When quick, decisive action is vital, e.g. emergencies
- When unpopular courses of action are needed on important issues, e.g. cost cutting, enforcing unpopular rules, discipline
- When the issues are vital to your business' welfare and you know you're right

Compromising

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes
- When two opponents with equal power are strongly committed to mutually exclusive goals
- When temporary settlements must be achieved for complex issues
- To arrive at expedient solutions under time pressure

Collaborating

- To gain commitment by incorporating other's concerns into a consensual decision
- To find a satisfactory solution when both sets of concerns are too important to be compromised
- To learn how to understand the views of others and test your own assumptions
- To merge insights from people with different perspectives on a problem
- To work through hard feelings which have been interfering with an interpersonal relationship

Conflict Resolution Example

Betty has a problem with Bob, a field supervisor who constantly interrupts her work with chit-chat, personal problems, etc. when he comes to the main office to hand in daily time sheets and pick up customer orders. As a result, this past week she was two hours late getting out the weekly payroll. Betty has a track record of doing fast and accurate work but usually likes to work alone, while Bob enjoys leading his work crews and talking with fellow employees. You also note that Bob and Betty generally enjoy working together. When you call her in to discuss the problem, she becomes angry and accuses Bob of "making her" too slow.

Contact with Betty

1. Listen to Betty: acknowledge her anger without judging her. Don't rush her: she needs time to let off steam.
2. Stay calm and ask questions designed to collect the facts. Avoid using "why" questions which may elevate her defensiveness. Communicate that you are concerned. Summarize and repeat what she has said to make sure that you have understood her correctly and have been listening.
3. Let her know you have to be objective and that this problem needs to be solved.
4. Ask her if she would mind meeting with Bob to discuss and work out ways that they can help each other to ensure the payroll gets out on time. Also mention that you plan on meeting with Bob to discuss the issue and whether she wants you to speak to Bob about the two of them meeting.

Preparation for Contact

1. Review Bob's performance record.
2. Plan for meeting with Bob and try to anticipate his concerns.

Dealing with Conflict *(continued)*

Meeting with Bob

1. Start on a positive note: "Sure appreciate the long hours you are putting in during the harvest time".
2. Clearly explain the problem without judging. Nobody responds well to scolding.
3. Listen to Bob's assessment of the situation. You note that Bob is under a lot of stress at harvest time and feels he needs some time to get away from staff periodically throughout the day. Acknowledge his concerns.
4. Indicate that you would like Betty and him to get together to work this out. Let him know that Betty will be getting in touch with him to arrange a meeting and that you will be getting in touch with both of them to see how things worked out by the end of the week.

After Meeting with Bob

1. Confirm with Betty that Bob is expecting her to contact him and let her know that you will be checking with both of them after the meeting.

After Bob and Betty Have Met

1. Check to see how the problem has been resolved by speaking to both Betty and Bob.
2. If Bob and Betty have not been able to resolve this problem, you will have to arrange a joint meeting to help them develop a solution.

Disciplining

Disciplining is one of the least satisfying aspects of personnel management. You should therefore strive for self-discipline among your employees. If there has been careful recruitment of employees followed by a sound training program, and proper attention to human needs, discipline problems should be minimal. Nevertheless, disciplining an employee is needed on occasion.

The Goal of Discipline

Effective discipline is designed to prevent problems and encourage productive performance and behaviour, not to punish employees for making mistakes. Stress the use of discipline to produce positive changes.

In a typical week, you may encounter several situations requiring some kind of discipline. Your actions will be more effective if you know why you are disciplining your employee.

For example:

Situation	Discipline	Goal
A worker forgets to treat a sick cow; the cow dies.	Verbal *and* written warning	To convey the importance of the need for intensive care of sick cows.
A young picker starts a fruit-throwing fight after already receiving one warning.	Suspension/ Dismissal	To encourage responsible behaviour by the pickers.
A bookkeeper releases confidential information to a competitor.	Written warning	To stress the need for company loyalty.

An ounce of prevention is worth a pound of cure.

Progressive Discipline

The progressive discipline approach defines exactly what actions occur as a result of unacceptable performance or behaviour. These actions escalate, depending on the number and severity of the offenses.

Howard Rosenberg who is an extension specialist from the University of California discusses the following story.

> Ben Chavez was enraged. Not since his recent promotion from mechanic to shop foreman had he faced a situation quite like this, and he was not about to let it endanger his hard-earned reputation.
>
> "Alright, Sleeping Beauty," shouted Chavez at a startled George Walston, "get up and get out —for good. I should have figured you were grabbing a regular siesta back here just by looking at how little work you've been getting done out front. You'll have plenty of time to sleep now."

How to conduct a disciplinary interview is demonstrated by a greenhouse owner in the video "Disciplining".

Ask
- Was Ben's reaction valid?
- Was it in the best interest of the business to fire Watson?
- What is Walston's record with the company?
- Is this the first time that Walston has stepped out of line?
- Has anybody else in the business ever been caught napping, and what happened to him/her?
- Is there an explicit disciplinary policy that reflects rules and penalties for violations that happen?

While Chavez intended to rid himself of a problem employee, his troubles may have been only beginning. This dismissal may prompt:

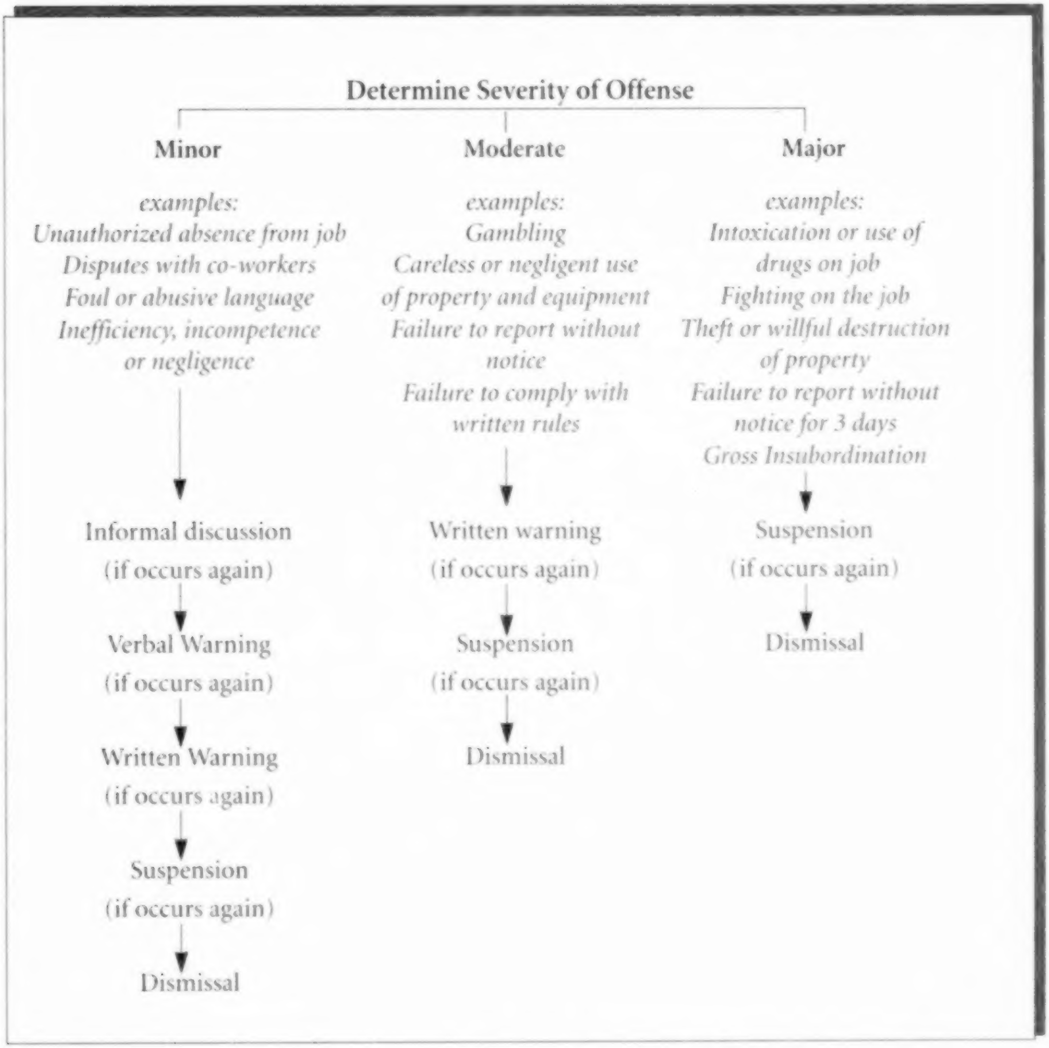
1. The general manager to doubt Chavez's judgement
2. Other shop employees to retaliate in subtle ways on Walston's behalf
3. Walston himself to file a legal complaint against the business.

Chavez's position would be far less uncertain if his decision in this case were based on a written disciplinary procedure that had been clearly communicated to employees and consistently carried out in the past.

> *Discipline means not always having to say "You're fired".*
>
> Howard Rosenberg

By imposing a systematic approach to discipline, you eliminate snap decisions made out of frustration. In this way, each employee receives fair treatment. For the progressive discipline approach to work smoothly, each employee should receive written notice of the discipline levels when he or she begins working for you.

Sample Procedure for Progressive Discipline


Determine Severity of Offense
Minor
examples:
Unauthorized absence from job
Disputes with co-workers
Foul or abusive language
Inefficiency, incompetence or negligence
Informal discussion
(if occurs again)
Verbal Warning
(if occurs again)
Written Warning
(if occurs again)
Suspension
(if occurs again)
Dismissal
Moderate
examples:
Gambling
Careless or negligent use of property and equipment
Failure to report without notice
Failure to comply with written rules
Written warning
(if occurs again)
Suspension
(if occurs again)
Dismissal
Major
examples:
Intoxication or use of drugs on job
Fighting on the job
Theft or willful destruction of property
Failure to report without notice for 3 days
Gross Insubordination
Suspension
(if occurs again)
Dismissal

Communication with the Employee

When a discipline infraction occurs, action should be taken as quickly as possible. This should be done by the employee's immediate supervisor. Ensure that it is done in private, and in a reasonable and calm manner.

> Let's suppose you've just found Joe Martin asleep on a bale of hay when he should have been grooming the horses. This is the second time you've caught him sleeping on the job. Last time he was informed that the next occurrence of this infraction would result in suspension.

Here's how you might handle it.

Supervisor's Role	Specific Action
1. Match the behaviour to the discipline required. Review Joe's record and determine what outcome you expect.	Decide that you will remind Joe of the written warning and that suspension for three days is imminent.
2. Ask Joe to meet with you *privately*. Adopt a non-judgmental attitude and begin with a question. Allow Joe to explain his position.	"I'm worried about your sleeping in the barn. Can you tell me more about it?"
3. Inform Joe of the corrective action required: suspension.	"Because you've already had one warning, I have to suspend you for three days. You know we just can't have the horses neglected."
4. As soon as possible, shift the discussion from the reprimand to positive suggestions for change.	"Can we think of a way of lightening your load? How about reducing your work hours and just have you do grooming? Sue could take over some of your other duties.Then you'll have more time for your show jumping. Of course with fewer hours, you'll receive less pay."
5. Provide Joe with a written record of the incident. Include a description of the behaviour change expected and the consequences of another violation.	Ask Joe to sign the record to acknowledge the discussion and his awareness of future consequences.

Response to Performance Problems

There are a number of different approaches to disciplining, some of which are listed below. Remember that what works well in one situation may not work in another. As well, a combination of these approaches may work better than using only one.

Of the responses presented in the following chart, **the first four (penalty, warning, threat, authority) are typically one-way communications.** They don't encourage discussion or feedback. These responses tend to maintain or increase the distance felt between the supervisor and worker. They often provoke defensiveness, anger and alienation.

The **last four types of responses, humour** (if used when appropriate), **explanation, appeal, and problem solving, tend to invite two-way communication and constructive results.** By using them, the supervisor is more likely to get the message across and to gain useful information back.

Different Ways to Respond to Performance Problems

Response	Example	Advantages	Disadvantages
Penalty Imposition	"You are suspended for 3 working days."	Makes clear to offender certain behaviour is unacceptable; sends strong message to other workers.	May alienate or terminate employees whose contributions to the operation outweigh the trouble they caused.
Specific Warning	"If you can't keep up with the other pruners, I'll put you back on the rock-moving crew."	Expresses strong concern about unacceptable behaviour while giving employee chance to improve. Supervisory follow-up is required if credibility is to be maintained.	Warnings may antagonize and the worker may try to "gain face" at the expense of the supervisor.
Vague Threat	"If you keep butchering these trees and leaving such a mess, I'll assume you don't want piece-rate."	Can inspire fear, a powerful motivator. The more vague the threat, the less follow-up needed.	Conveys no technical information so worker has no direct information about how to improve performance.
Emphasis on Authority	"I am supposed to suspend you for coming back to work in this condition. You know the rules."	Helpful reality therapy for some workers.	The "I'm the boss" attitude is a direct invitation to ego battles and subterfuge.

Different Ways to Respond to Performance Problems (cont'd)

Response	Example	Advantages	Disadvantages
Avoidance	"Humpft"; "Gee what time is it anyway?"	Easy to do and workers given a break may develop a loyalty to their supervisor.	Ignoring misconduct may send a message to the offender and other workers that such conduct is acceptable. Avoidance foregoes communication about problem behaviours and results.
Humouring	"Surely someone with your good looks and obvious genius can figure out how to get along with people."	Comes off as friendly and can diffuse tension. Can pave way for constructive discussion.	Can imply supervisory weakness or lack of seriousness. If used without sensitivity or finesse, humour can be destructive.
Explanation	"You have to leave the hulls on the strawberries. They don't keep as well if the hulls get pulled off."	Expresses respect and opens discussion. Can be a simple fix for problems which arise from lack of know-how.	Explanations that are not needed can be taken as condescending. If needed but are ineffective, can frustrate both worker and supervisor.
Appeal to Values	"The better quality job we do, the more demand there will be for our birds and the more hours of work you will have in the long run."	Is usually experienced by worker as being helpful and supportive. Can clarify for workers how to achieve important rewards.	Supervisors need to understand what employees really value, otherwise appeal will have no effect.
Problem Solving	"The spray rig has to be cleaned now or the work won't get started early enough tomorrow morning. Why won't you give me a hand?"	Shows respect and initiates conversation likely to produce ideas and commitment. Puts supervisors and worker on same side of things.	Can consume much time. Won't work if relationship is so deteriorated that constructive dialogue isn't possible.

Information in this chart was drawn from a paper by Howard Rosenberg, presented at the workshop, "Agricultural Personnel Managment for Extension Educators", held in Napa, California, February, 1992.

Dismissal and Termination

Handling Dismissal in a Professional Way

Dismissal is the "capital punishment" of labour relations. It is the highest level of corrective action or punishment a company can impose on an employee and it must be approached carefully.

In recent years, managers considering dismissal of an employee are faced with the possibility of legal action if they do not handle the dismissal in a professional and fair manner.

Clear, written records provide your first defense against legal action. Document all the incidents leading to a dismissal and ensure it relates to your progressive discipline system.

Before you dismiss an employee, evaluate the situation against the following checklist.

Dismissal Checklist

	Yes	No
Is the reason for dismissal work related?	—	—
Is there a policy or management order which sets standards of performance and behaviour?	—	—
Did the employee have knowledge of the policy and consequences? (The employer must be able to prove policies were communicated to employees, preferably in writing, and personally acknowledged by the employee.)	—	—
Was the investigation of the infraction done fairly and impartially?	—	—
Is there evidence or proof of the employee's wrong doing? (Performance appraisals, record of discipline, witnesses to wrong doing, etc. are important).	—	—
Has the business applied its policies uniformly to all employees?	—	—
Did the employee have written notice that such an offense would result in dismissal?	—	—
Was the corrective action related to the seriousness of the offense? (The employee spinning tires in the driveway is not cause for dismissal).	—	—
Has there been a balance between consistency and flexibility?	—	—
Has corrective and not punitive action been used?	—	—

A "no" answer to any of these questions may mean you have not followed proper personnel procedures. Remember, the burden of proof is on the employer.

To dismiss an employee without providing required written reasonable notice or termination pay, employers must show just cause. Grounds for termination occur when an employee is guilty of willful misconduct, disobedience, or willful neglect that has not been condoned.

The Exit Interview

Sooner or later every employee will exit your operation. Types of exit are:

Type #1 – is when a long-time trusted **employee retires.** Such a termination is usually based on the mutual agreement between you and your employee.

Type #2 – is one that is **employee initiated.** When this is due to a better opportunity for the employee, it usually results in excitement for the employee and disappointment for you. On the other hand, if the employee is terminating because of dissatisfaction with the job, both the employee and you may feel angry.

Type #3 – is where the you initiate dismissal. Usually when an employee is fired, both parties harbour strong feelings of anger.

An exit interview, properly conducted, can give you information about company morale and the attitude of employees toward their supervisors, management, and their fellow employees.

Exit interviews are recommended for both seasonal and full-time employees. One employer who has a large number of seasonal employees does the exit interview in a group setting.

A properly conducted exit interview accomplishes four things:

1. **It provides information** about how the job can be carried out more effectively. An employee usually has good ideas about how to improve things.
2. **It provides suggestions** for improved employee relations. An employee who is leaving is apt to be willing to talk about problems and concerns he or she saw in the workplace and may make suggestions for improvement.
3. **It clears up misconceptions.** Regardless of whether the termination is voluntary or forced, it is important that both parties clearly understand why the termination is taking place.
4. **It reduces anger.** An employee who is hostile toward a previous employer can be very costly to the business. First, there is the chance of the employee badmouthing the firm. Second, there is the chance

of legal action based on wrongful dismissal or labour-law violation. Third, there is the chance of vandalism to your business. Try to learn why the employee is angry and reduce it if possible.

Exit Interview Guide

Ask non-threatening questions as follows:

1. Which responsibilities did you like most about the job? Which responsibilities did you like the least?
2. What did you like most about the responsibilities you were assigned?
3. What did you think about the way the manager handled complaints?
4. What type of working conditions are most conducive to your best productivity?
5. What do you see as the future of this operation?
6. What impressed you about this operation when you first accepted your position? Has this impression changed? If so, how? Why?
7. When you first joined the operation, was your training helpful for what you were actually doing six months later?
8. What type of job are you going to? What are you looking for in that position that you feel is not present in this operation?
9. What kind of work do you like to do best? Were you doing that kind of work in your job here?
10. What points would you want to make if you could tell top management how you felt about this organization?
11. How do you feel about the contribution you have made to this organization?
12. Tell me what your feelings are about the benefit program offered by this organization.

Use these answers to help you to select a new employee and improve organizational and personnel areas in your operation.

Don't forget to give the employee their Record of Employment within five calendar days.

WARNING:

- Don't be surprised if you get some very negative comments.
- Don't forget to give the employee their Record of Employment within 5 calendar days.

Exit Interview Questionnaire

Confidential To be destroyed when summarized and analyzed

Name	Job Title
Department	Date of Hire
Date of Termination	

1. Reason for termination? (check one)
   (a) Leaving for another position ☐
   (b) Retirement ☐
   (c) Maternity Leave ☐
   Are you planning to return when your leave expires? ☐ Yes ☐ No
   (d) Return to school ☐
   (e) Other (briefly explain) ______________________________
   ____

2. In general, were working conditions satisfactory? (Circle best answer)	Almost Never	Some of the time	Most of the time	All of the time
	1	2	3	4

If your answer was (1), (2), or (3), please explain briefly: ______________________________
____

3. Did you find that your supervisor was fair in his/her requirements of you? (Circle best answer)	Almost Never	Some of the time	Most of the time	All of the time
	1	2	3	4

If your answer was (1), (2), or (3), please explain briefly: ______________________________
____

4. Did you find your overall treatment by the ABC Company was fair? (Circle best answer)	Almost Never	Some of the time	Most of the time	All of the time
	1	2	3	4

If your answer was (1), (2), or (3), please explain briefly: ______________________________
____

5. Did you receive adequate instruction on how to perform your duties? ☐ Yes ☐ No

If No, what improvements would you recommend? ____________________

____

6. How would you rate your salary? (Circle best answer) Too high 1 Fair 2 Too low 3

If your answer was (1) or (3), please explain briefly and state what you are using for a comparison:

____

7. Would you consider seeking employment in the future with the ABC Company? Yes ☐ No ☐

If Yes, in what capacity? ____________________

If No, why not? ____________________

____

8. Do you feel that the ABC Company provides sufficient advancement and promotional opportunities for its employees? Yes ☐ No ☐

If No, do you have any thoughts on how this situation could be rectified? ____________________

____

____

9. Would you recommend the ABC Company as a possible source of employment? Yes ☐ No ☐
If No, explain briefly:

____

____

10. Please use this space for any additional comments you have: ____________________

____

____

Thank you for your assistance in completing this questionnaire.

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Employers' Handbook
for
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